



# Cariboo-Chilcotin School District 2023-2024 School Plan for Learner Success



School Name: Tatla Lake Elementary Jr. Secondary



**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.

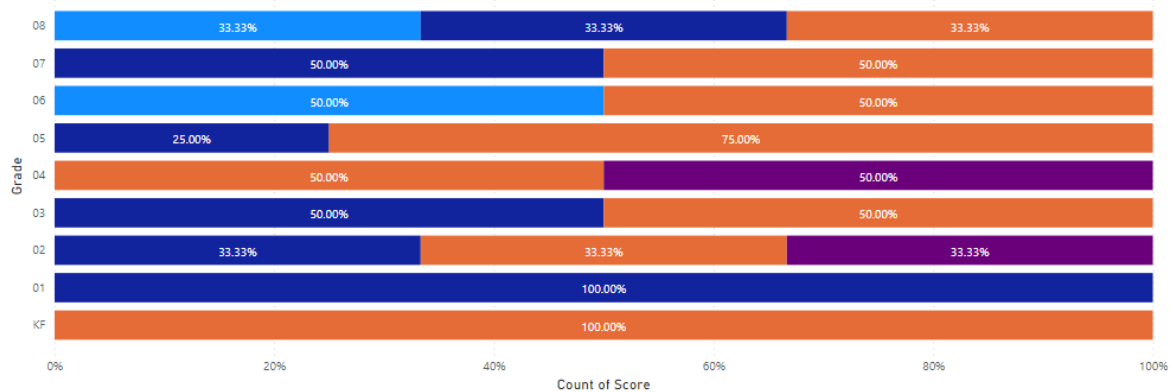
## Intellectual Development

**Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level as outlined in the BC Performance Standards**

### Spring 2023 District Assessments DART

DISTRICT ASSESSMENT SCORES

Score ● 1 ● 2 ● 3 ● 4



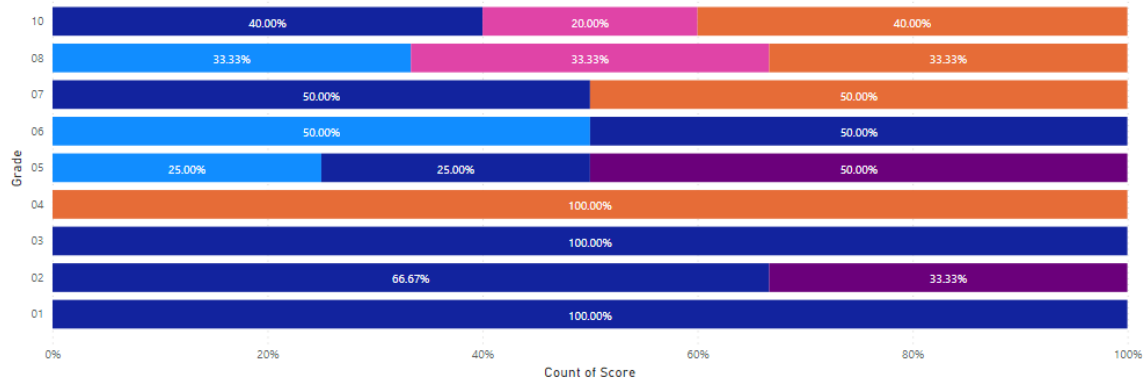
District Assessment Scores (Whole School)



### Spring 2023 District Assessments SWW

District Assessment Scores

Score ● 1 ● 2 ● 2.5 ● 3 ● 4



District Assessment Scores (Whole School)



2023-2024 Goals and Focus Areas:

- Tatla Lake School is committed to teaching students how to be proficient readers. The staff know that proficient readers are independent, active, thoughtful, and construct meaning by using a variety of strategies.
- Tatla Lake School is committed to teaching students how to develop the skills to write fluently; Specifically, fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) that are essential for proficient, fluent writing.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - The formative assessment process is being used to guide instruction.
  - Learning targets will be communicated to all students.
  - Individual learning goals will be established in collaboration with each student.
  - Explicit instruction in reading comprehension strategies, phonics, and phonemic awareness will be provided for the whole class and in small groups.
  - Daily time for students to write and teach students strategies for the various components of the writing process.
  - Incorporating technology tools (e.g. Voice Dream Reader, Voice Dream Writer)
  - Utilizing district supports (Inclusive Ed. Coordinator, OT, SLP, Helping teachers)
  - Ensuring supports are in place for students cross-enrolled in online DL courses and collaboration is taking place between online enrolling school, home, and Tatla Lake School
  - Providing incentives for reading (100 Book challenge)
  - Incorporating read-aloud opportunities into library time
  - Purchasing engaging books for the library collection
  - Managing timetables effectively to provide reading intervention instruction to students on IEP's and Learning Plans.
- Actions for Enhancing Staff Capacity & Learning
  - Staff will work together and collaborate to increase student learning and achievement.
  - Staff will utilize Reading and Writing Power (Adrienne Gear) to support student comprehension.
  - Resources to support student learning and achievement (e.g. library upgrades)
  - Collaborative discussions regarding assessments to drive instruction (SWW, EPRA, DART, FSA, EasyCBM, PM Benchmarks)
  - Professional development (Faye Brownlie, Orton-Gillingham, helping teacher visits)
  - Utilizing school district funds available for SBT meetings to discuss IEP goals with support staff

**Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level as outlined in the BC Performance Standards**

2023-2024 Goals and Focus Areas:

- Tatla Lake School is committed to improving students’ numeracy skills and computational fluency by developing a foundation with strong number sense to enable higher level/critical thinking skills in mathematics.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - The formative assessment process is being used to guide instruction.
  - Learning targets will be communicated to all students.
  - Implementation of Building Thinking Classrooms strategies and protocols and explicit instruction of Habits of Mind/Growth Mindset
  - Instruction utilizing Carole Fullerton resources.
  - Play-based learning opportunities to foster engagement.
  - Opportunities for students to collect evidence of learning
  - Incorporating technology tools (e.g MyScript Calculator)
  - Ensuring supports are in place for students cross-enrolled in online DL courses and collaboration is taking place between online enrolling school, home, and Tatla Lake School
- Actions for Enhancing Staff Capacity & Learning
  - Professional development opportunities offered by the SD27 (e.g Peter Lilejedahl, Carole Fullerton)
  - Curriculum resources to support instruction (Building Thinking Classrooms, Carol Fullerton math resources, Growth Mindset resources)

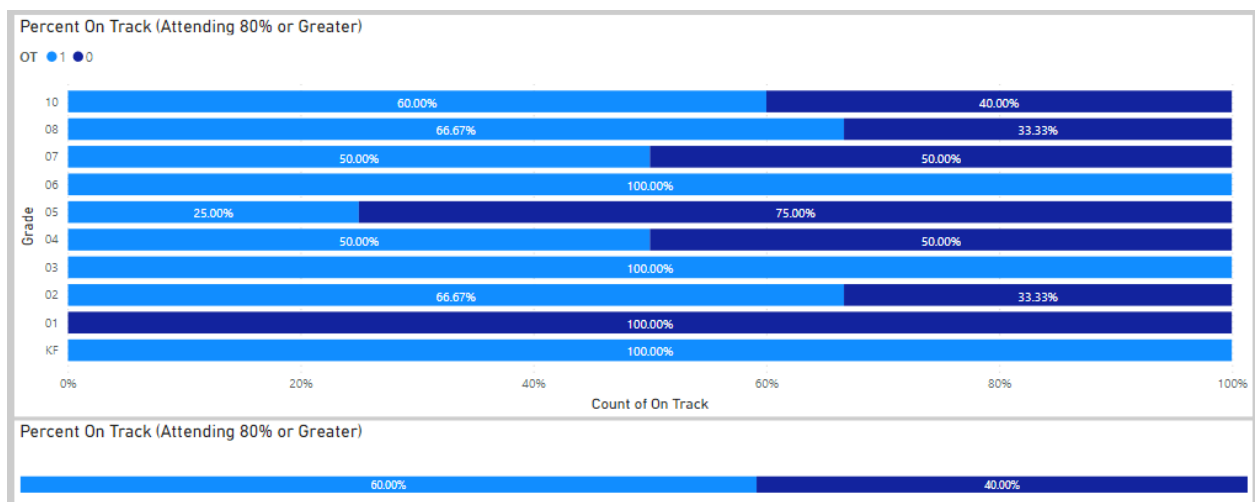
**Human and Social Development**

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

*3.1 Attendance*

**2022-2023 May results:**

- Percentage of students attending 80% or greater end of May 2023



Goals and Focus Areas

- Tatla Lake School is committed to fostering an inclusive learning community in which students feel welcome, safe, and connected.

## Strategies and Structures

- Actions for Enhancing Student Learning and Experience
  - Foster family – school connections (PAC FaceBook page, phone calls, emails, newsletters).
  - Collectively focus on Social Awareness and Responsibility Core Competencies and ensure that Code of Conduct expectations are clear and applied consistently.
  - Provide breakfast every morning for students and healthy snacks at recesses.
  - Start each day with Daily Physical Activity together as school.
  - Embed First People’s Principles of Learning into learning communities.
  - Provide instruction on Compassionate Communication for students and staff.
  - Daily mindfulness activities and end of day Core Competency reflections.
  - Community Connections opportunities each month and frequent intergenerational learning workshops.
  - Reflective practice and responsive teaching to provide least restrictive environment for all students.
  - EASE lessons incorporated into K-11 instruction; Little Spot of Feelings curriculum implemented in K-4 class; Rural eMentoring in BC program for high school students
  - Inception of Woodworking class, Music class and Culinary Arts class into timetable
  - Collaborative, team-building activities such as Missoula Children’s Theatre, Gavin Lake, Ski trip to Mt. Timothy
  
- Actions for Enhancing Staff Capacity & Learning
  - Review the Code of Conduct as a staff; discuss strategies to proactively decrease the frequency of misdemeanors.
  - Professional development opportunities (e.g. Self-Reg, Stuart Shanker, Compassionate Communication, NVC Training, EASE Training, BC Mental Health Conference)
  - Principal will explicitly communicate expectations regarding modelling compassionate communication language and proactive behaviour supports

### *3.3 Careers and Core Competencies*

To support Career Development Tatla Lake School is integrating a variety of skill-based learning opportunities. Students are learning applied skills such as textiles, woodworking, plumbing, and other STEM skills. Opportunities for students to engage with community members virtually and in person will also be provided to foster an understanding of career opportunities available (e.g. forestry, archeology, ornithology, medicine).

Teachers will use the sub-competency profiles and illustrations to support students in their growth as educated citizens. Teachers will provide students with meaningful tasks and activities, where they can explicitly reflect on where and how they are using the Core Competencies. Teachers will support students in assessing their own growth in the Core Competencies.

### **Other Focus Area**

We will be more effective when we are working collaboratively and seamlessly to support student needs. We are ALL responsible for working together for the success of ALL of our students. Improving communication and access to common information, establishing effective instructional and support teams, and focusing on wrapping around and strengthening the core relationship of teacher-studentparent/guardian will improve student success. As such, teachers and staff at Tatla Lake School will be working collaboratively to support the social-emotional and academic needs of all students.

### **School Team Meeting Schedule:**

Staff will meet after school on the second Wednesday of each month to discuss the school plan and actions that need to be taken.

### **Glossary:**

**Building Thinking Classrooms in Mathematics, Grades K-12** helps teachers implement 14 optimal practices for thinking that create an ideal setting for deep mathematics learning to occur. This guide:

provides the what, why, and how of each practice and answers teachers' most frequently asked questions; includes firsthand accounts of how these practices foster thinking through teacher and student interviews and student work samples; offers a plethora of macro moves, micro moves, and rich tasks to get started; organizes the 14 practices into four toolkits that can be implemented in order and built on throughout the year. When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms.

**Carole Fullerton**, is an independent consultant working with teachers around British Columbia and beyond in the area of numeracy. She works with districts, whole school staffs, with school-based learning teams, in classrooms and with parents to promote mathematical thinking.

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. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens.

**Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand or skills they are having difficulty acquiring.

**Reading Power and Writing Power** are meta-cognitive approaches to reading and writing instruction grounded in research and developed to support educators in providing literacy instruction to their students.