

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

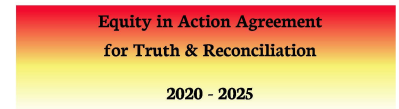
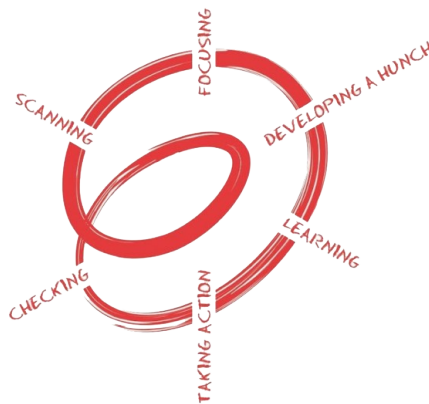
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

- [District Strategic Plan](#)
- [Spirals of Inquiry Playbook](#)
- [Equity in Action Agreement](#)



*LiDellie - Spirit of Excellence
Shelton Lusk / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mental Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Shannon Lake Elementary
School Year: 2022-2023
School Level: Elementary School
School Type: English
Family of Schools: Westside Family of Schools
Overall School Population: 430
Student Population Indigenous: 48
Student Population, Children in Care: 6
Student Population, SPED: 30
Student Population, ELL: 26

Principal: Barrie MacLeod

Vice Principal: Tracy Kuzik

Grade:

- K
- Gr. 1
- Gr. 2
- Gr. 3
- Gr. 4
- Gr. 5

Number of Administrators: 2

Number of School-Based Teachers: 23

Number of School-Based Support Staff: 15

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School Learning Story

Background:

History of Our School

Shannon Lake Elementary was opened in September 1993 in the middle of a growing residential subdivision approximately 4 km from the town center of West Kelowna. The initial school population was 278, growing to approximately 400 students by 2019. Currently we have a student population of 437.

Strong Music and Library programming provide enrichment for all students, and are both greatly appreciated in our wider community. A full-time Indigenous Student Advocate provides cultural programming, academic support if required and acts as a liaison between home and school. An itinerant Resource Teacher provides instructional supports for designated students and works closely with both classroom teacher and our Certified Education Assistants (CEAs).

The school is fortunate to have a very active and supportive Parent Advisory Committee (PAC). Fundraising activities include hot lunches (aligned with the Healthy Food Choices Guidelines), family fun fairs, barbecues, community dances and movie nights. Funds raised are allocated to the school in consultation with staff to support teaching and learning through additional field trips and the purchase of resources and technology. In the summer of 2019, a new state-of-the-playground was installed at our school thanks to the PAC and a grant from the BC Government. Parents and community members are also active in supporting student learning through supportive partnerships between home and school, and as classroom volunteers. An active and committed School Community includes parents, teachers, both administrators and students working together to set learning goals and ensure growth and success for each student.

School Community Student Learning Plan

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

As a K-5 school we scanned the entire school after establishing improving student writing as our focus. We have determined that our focus will be divided by grade cohorts and the individual outcomes of our students writing development.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Student achievement data	All students completed initial writing assessments to establish baseline data. Use of Learning Progress Continuum to track student learning and growth. Directed writing activities/lessons to support learning of mechanics of writing (grammar, punctuation, conventions).	We have used both street level, classroom data and satellite, ministry and standardized assessments to determine that we have continued to improve our writing performance at Shannon Lake Elementary.
Empathy Interviews	Students participate in writing conferences with teachers to self assess writing skills and set goals. Students excitement and willingness to participate in writing to increase as demonstrated through interviews/conferences/choice activity times etc	Students continue to choose to write during free time to the extent that we have people choosing to write outside at recess.
Pedagogical documentation	Seesaw Student journals writing samples from different genres collected over the year	Teachers and students continue to post artifacts using seesaw or use assessment for learning to conference with students and parents.

Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Student writing and reading showed that in relation to the writing screener (sww) that 86% met or exceeded expectations. Our goal is to have 92 % meet or exceed in these foundational skills.

Student Learning Goal 1:

Student learning of writing will continue to be a priority and the performance or writing tasks will continue to improve,

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SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Curricular Competencies: Communication

Core Competencies

- Communication
 - Explain/recount and reflect on experience and accomplishments
- Positive and Personal Cultural Identity
 - Relationship and cultural contexts

C	<p>Communication</p> <ol style="list-style-type: none"> 1. Connect and engage with others 2. Acquire, interpret, and present information 3. Collaborate to plan, carry out, and review constructions and activities 4. Explain/recount and reflect on experiences and accomplishments
T	<p>Creative Thinking</p> <ol style="list-style-type: none"> 1. Novelty and value 2. Generating ideas 3. Developing ideas
T	<p>Critical Thinking</p> <ol style="list-style-type: none"> 1. Analyze and critique 2. Question and investigate 3. Develop and design
PS	<p>Positive Personal & Cultural Identity</p> <ol style="list-style-type: none"> 1. Relationship and cultural contexts 2. Personal values and choice 3. Personal strengths and abilities
PS	<p>Personal Awareness & Responsibility</p> <ol style="list-style-type: none"> 1. Self-determination 2. Self-regulation 3. Well-being
PS	<p>Social Responsibility</p> <ol style="list-style-type: none"> 1. Contributing to community and caring for the environment 2. Solving problems in peaceful ways 3. Valuing diversity 4. Building Relationships

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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Through school based empathy interviews we determined that students feel writing is a good area to focus.	All indigenous learners recognized writing as an area that they could improve and focus their attention

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Through school based empathy interviews we determined that students feel belonging is a good area to focus.	Through school based empathy interviews we determined that students feel belonging is a good area to focus.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	SWW and report card evidence	The evidence of student learning indicates that we are a high performing school but we still have room to grow.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	MDI and school wide survey	In our ongoing goal to ensure every learner feels valued and connected in our school we continue to receive data from the MDI that the students at SLE are connected and valued above the District average.

Taking Action and Learning

Leading Professional Learning:

Our professional learning has continued through the year at staff meetings and lunch and learns. Many of the staff and administrators also chose to do book studies on literacy. This was all kicked off at our Implementation meeting where we worked as a staff on the benchmarks and writing continuum for the school.

School Level Strategies and Structures:

We have our writing continuum, learning meetings, and additional classroom support for our academic needs funded out of our school budget.

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Learner success is achieved through personalized learning, timely supports and culturally relevant interventions.-Continue to develop a definition of success for each learner with a focus on personalizing the learning journey (success criteria will be learner-specific and holistic);-Use multiple points of evidence to assess the learning needs of Indigenous learners;

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Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

As we reflect on our school community learning plan we have identified that while we continue to be a high performing school we still need to focus on ensuring the students academic and social development are monitored and plans are refined to meet the needs of our school community.

The impact of our work is most evident in our increase in both quantitative and qualitative measures for our learning priorities. While not a measure listed above it is important to look to provincial assessments to triangulate and focus school achievement. Shannon Lake writing performance has continued to increase year over year in spite of a global pandemic. As a school we have improved our provincial ranking above many schools in the province.

Qualitatively, the feedback from the school community is that Shannon Lake is a wonderful learning community. we will continue our goal to have every student and family feel a sense of belonging be working with all of our community partners and engaging our parents in the process.

Recommendations for next steps for this School Student Learning Priority:

1. To improve our writing abilities we have made school wide provocation bins and will continue to expand our knowledge of assessment for learning.
2. To examine more qualitative and quantitative data to check and focus for the future.