

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:

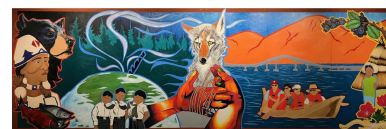
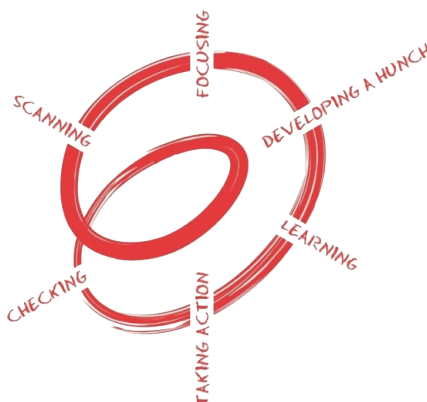
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shiloh Bellmore
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Springvalley Elementary

School Year: 2022-2023

School Level: Elementary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 284

Student Population Indigenous: 71

Student Population, SPED: 52

Student Population, ELL: 88

Principal: Jeremy Sanbrooks

Vice Principal: Maria Cicchelli

Grade:

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

Number of Administrators: 2

Number of School-Based Teachers: 22

Number of School-Based Support Staff: 14

School Community Student Learning Plan

School Learning Story

Background:

Springvalley Elementary School serves families in the Rutland area of Kelowna. Over the decades, the school community has grown and changed, and made a difference in the lives of so many that call Rutland home. Springvalley Elementary serves 281 children spanning from Kindergarten to Grade 5. Our diverse student population includes a vibrant Indigenous community, nearly 100 students for whom English is a second language, and students from many other ethnic backgrounds. At the heart of Springvalley is a collaborative, inclusive community where we learn to treat others the way we would like them to treat us. Our school is rooted in collaborative approaches to teaching and learning. Students, parents and teachers are regularly having conversations about what each child is doing well, and their next steps in their learning. Our goal is to place each child at the heart of these conversations, so they own their learning and drive their own progress. Teachers are also learners at Springvalley Elementary, and to promote growth, teachers will be collaborating together regularly to further their effectiveness in meeting the needs of all students. Learning is not limited to just academic subjects at Springvalley Elementary. Learning to regulate our emotions and how to best focus on our learning are critical competencies to develop. Learners learn best when they are calm, focused and alert. In order to ensure that no child falls through the cracks, we use a Response to Intervention (RTI) model of support to identify and target the needs of our gifted, vulnerable and at-risk learners. Teachers, Certified Educational Assistants, our Learning Assistant Teacher, our Teacher Librarian, our Resource Teacher, our Speech Pathologist, our Counselor, our Indigenous Advocate, our English Language Learner Teacher and the Admin team all collaborate to address the needs of each individual child. Socrates once said "Wisdom begins in wonder." Every day, the hearts and minds of educators and students at Springvalley Elementary are filled with wonder. As we ask questions, together we will discover where we will go next. Wisdom is never static. It changes, evolves and grows as we continue to ask questions and collectively develop our vision for the future.

School Scan

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?):

Currently (June 2023), 56% of all grade 3 students are meeting this goal.

Currently (June 2023), 44% of grade 5 students are meeting this goal.

Student Learning Goal 1:

At SVE our priority is to build connections to ourselves, to each other, to the land, to our community, and to our learning. We will create a community where all learners can find joy in their learning at their individual levels; we will provide our learners with options and opportunities to connect and express themselves in literacy, numeracy and the arts.

In literacy(reading), our student learning priorities are:

All students will be able to read all K- 3 high frequency sight words by the end of grade three.

All students will be able to continue their reading growth and meet or exceed PM 30 by the end of Grade 5.

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

School Community Student Learning Plan

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

Functional Skills: Literacy

Curricular Competencies: Read fluently at grade level (Grades 3-5)

Access and integrate from a variety sources of information and prior knowledge to make meaning, and make connections between ideas from a variety of sources and prior knowledge to build understanding. (K-5)

Use developmentally appropriate reading, listening, and viewing strategies before, during and after reading, listening or viewing to make meaning and build understanding of text. (K-5)

Core Competencies

- ☒ Creative Thinking
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Question and investigate



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	- Evidence of students working in small groups, on targeted skill building - Evidence of small group targeted teacher instruction	Meeting students at their instructional level to build skills and confidence.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	- Evidence from EdPlan Insight	- Providing additional literacy, ELL, Indigenous literacy support to Tier 2 and Tier 3 students

Taking Action and Learning

Leading Professional Learning:

Adrienne Gear to come and lead professional learning around reading for information and understanding and how to build in structures and time to conference with students on the next steps of growth in their reading.

UFLI Lunch and Learn, all participants have a copy of the UFLI teaching guide. Teachers have had release time to observe UFLI lesson in action, reflection time in teams.

School Level Strategies and Structures:

Using the RTI model, build in support time for students to receive a min. of 5- 6 times/ day for one to one instructional time with an adult to work on reading and learning sight words. Assign no more than 2 additional support teachers to work with a class to provide consistency and continuity of instruction.

Classroom-level Instructional Strategies:

Implement small group instruction and structures to support one to one intervention where needed.

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	We value the unique identities and diverse contributions of each learner **** We have built supportive learning environments that create well-being, inclusivity, safety and community so that all students can learn.

Checking for Impact

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

By sharing the EdPlan Insight evidence of learning with all our educators, we were able to see where the areas of most need are in the building. Educators are able to see that the support that we have in the building will be distributed based on the level of need. It is an equitable distribution of our finite resources. It also provided the evidence that we need to have a all hands on deck approach to supporting our learners.

School Community Student Learning Plan

Student Learning Priority 2

Focusing

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

2021 MDI results revealed that students have connections to adults in the building but not to each other.

February 2023- SVE Student Learning Survey, students revealed: Feeling safe, connected to an adult, being able to reflect on their learning, and having a quiet learning environment as important elements to their learning.

Student Learning Goal 2:

At SVE our priority is to build connections to ourselves, to each other, to the land, to our community, and to our learning.

Our SEL goal is to create a safe and caring community where all individuals can identify, consistently communicate, and demonstrate expectations, advocate positively for themselves and others, and understand the consequences of their actions.

Our SEL learning priority is:

- With the support of the SVE Behavior Matrix, students will be able to contribute to a safe and kind learning environment by identifying and understanding school expectations and understand the consequences of their actions.

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](#):

Curricular Competencies: K-3- Work respectfully and constructively with others to achieve common goals and identify and appreciate the roles and responsibilities of people in their schools, families, and communities

Gr. 4-5- Demonstrate respect for differences in the classroom and appreciate the influence of peer relationships, family, and community on personal choices and goals.

School Community Student Learning Plan

Core Competencies

- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Valuing diversity
 - ☒ Building Relationships



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	- evidence of a students learning and practicing co-created school wide behavior expectations - students are demonstratsating a strong sense f duty and belonging to creating a safe and fun school while leading in different leadership opportunities Eg. Safety Patrol, Office Announcements, Lunch Time Monitors, Indigenous Leaders, Recycling Warriors, Assembly Set Up and Take Down, Film and Editing Crew	Leadership sign up has been opened up to all grade 4 and 5 students in the school, previously only grade 5 students were involved in these leadership opportunities.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Fewer Behavior Referrals to the Office.	All students and staff are entitled to participate in safe learning environment.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Co- create School Code of Conduct

Co- create SVE Student Behaviour Matrix

Co- Plan and co- teach the skills to be necessary in following the school wide expectations found in the Behavior Matrix

School Level Strategies and Structures:

School Wide Behavior Matrix has been created and will be taught and referenced throughout the school by all students and adults. Students will be noticed for positive behaviors and will be reminded of the school wide behavior expectations if required. Assemblies will focus on Behavior Expectations and Character Building.

Classroom-level Instructional Strategies:

Teach and reteach if necessary the school wide behavior expectations.

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	We are building a supportive and culturally relevant learning environment that creates well-being, inclusivity, safety and community* We are building a culturally relevant learning environment that creates belonging. We are engaging family and community as integral partners in the creation of meaningful, purposeful and relational learning. ***
District Strategic Plan - Family & Community Engagement	We focus on student learning and school improvement through relational trust. * We engage families early and often as partners alongside the school, strengthening the school and family capacity to support their child's education and growth at any age. *

Checking for Impact

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

Feedback from our educators in the building regarding the school climate and the amount of dysregulated behaviors in the building was creating a difficult space for teaching a learning. We co- created a behavior expectation matrix in May 2023 for the all areas in the school. We wanted it to be clear and consistent language and have spend the majority of September and October teaching and re-teaching the expected behaviors and remained consistent in our response to unexpected behaviors. In addition, we are creating a culture of belonging through our student leadership groups. Teachers are taking on leading these student groups and we have an unprecedented number of grade 4 and 5 students taking on leadership roles. The school culture is changing in a positive way and it feels really good to be in our building. There is evidence of self- regulated engaged learners all around us.

School Community Student Learning Plan

Student Learning Priority 3

Focusing

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

Currently, 18 % of grade 3 students are meeting expectations in writing and 24% of Grade 4 students are meeting this goal.

Student Learning Goal 3:

At SVE our priority is to build connections to ourselves, to each other, to the land, to our community, and to our learning.

We will create a community where all learners can find joy in their learning at their individual levels; we will provide our learners with options and opportunities to connect and express themselves in literacy, numeracy and the arts.

In literacy(writing), our student learning priorities are:

All students will be able to continue to build their writing skills to meet or exceed expectations by Grade 5. Currently, 18 % of grade 3 students are meeting this goal and 24% of Grade 4 students are meeting this goal.

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: Plan and create a variety of communication forms for different purposes and audiences

Communicate using sentences and paragraphs and conventions of Canadian spelling, grammar, and punctuation

Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Acquire interpret, and present information
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Generating ideas
 - ☒ Developing ideas



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	-Evidence of whole class mini writing lessons in classrooms - Evidence of small group writing conferencing	Belief that all storytellers are "writers". Oral language plays an important role in writing success.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Whole School Write to collect baseline evidence	Belief that "printing" letters is a prerequisite for writing. Collection of writing that includes all abilities and diversabilities.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Adrienne Gear to come and lead professional learning around story writing, building in time to conference with writing on next steps.

School Level Strategies and Structures:

Investment into Adrienne Gear lessons and story books and professional development to teach writing skills and and elements of storytelling.

Classroom-level Instructional Strategies:

Story Workshops to explore and create writing pieces.

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	We value the unique identities and diverse contributions of each learner **** We have built supportive learning environments that create well-being, inclusivity, safety and community so that all students can learn.

Checking for Impact

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

We learned together during our Implementation Day with Adrienne Gear that printing is not a prerequisite for writing. Every student has a story to tell and all storytellers are writers.