

# 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:

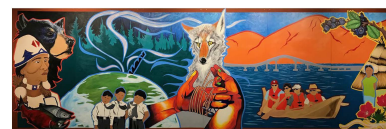
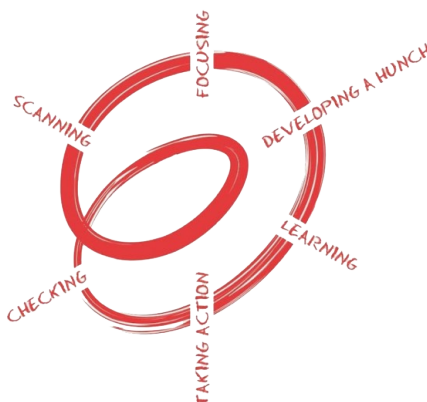
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

### 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:** 2023-2024

**School Level:** Elementary School

**School Type:** English

**Family of Schools:** Rutland Family of Schools

**Overall School Population:** 300

**Student Population Indigenous:** 71

**Student Population, SPED:** 52

**Student Population, ELL:** 110

**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 300 children spanning from Kindergarten to Grade 5. Our diverse student population includes a vibrant Indigenous community, over 115 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.

2024 data will be updated mid-June.

#### 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.

# School Community Student Learning Plan

## 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:** 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	<ul style="list-style-type: none"> <li>- Evidence of students working in small groups, on targeted skill building</li> <li>- Evidence of small group targeted teacher instruction</li> </ul>	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 Community Student Learning Plan

## **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.

Jan, 2024 Update:

Class Reviews, revisited 7 Hits/ week in each class

Reallocate literacy support

Purchased decodables, emergent chapter books

Rotarians came back to read with students

Hired Indigenous Literacy Teacher for Tier 3 emergent readers

ELP training for ELL teachers

PMB/ UFLI training- new staff

TMNT Group (Teacher Mentorship for New Teachers) for 4 new teachers

May, 2024:

Let's celebrate our short term wins:

School-wide 7 hits per week - tracking

Alignment around PM assessment; alignment around inputting data into EdPlan

Small group reading schedules in every single class

Good tier 1 instruction: Ufli

Decodable texts purchasing and implementation

Re-organized book room

Good tier 1 instruction: Lit Circles

Good tier 1 instruction: literacy activities and intentional soft starts

Kindies: starting off the year with Haggerty

Book Swap

Teachers bringing students to office for AWESOME literacy things

Pedagogical partners in Parvina Panghali, Nicole Crane, Nadine Onespot, and Christie Russell

## **Classroom-level Instructional Strategies:**

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

January staff meeting - focused on solid tier 1 instruction strategies:

- Intermediate - how to facilitate knowledge building circles/ literature circles (intention to increase connecting/comprehending/ inferencing skills)

- Primary - shared best practices for embedding literacy in all parts of day, especially for the morning 'soft start' (which frees up classroom teacher to be able to work in small groups)

# School Community Student Learning Plan

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

## 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.

### Recommendations for next steps for this School Student Learning Priority:

Provide CEAs with reading-strategies training.

Continue UFLI journey.

Improve communication/tracking system between support staff and classroom teachers with daily reading support.

Adopt ELP and Writing Continuum pilots.

Implement school-wide home-reading program (with incentives) and purchase new books for home-reading.

# 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.

May, 2024 - Year-End Staff Survey

- 97% positive school culture.

- 100% feel that we put kids at center.

- 94% happy coming to work.

#### 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





# 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	<ul style="list-style-type: none"> <li>- evidence of a students learning and practicing co-created school wide behavior expectations</li> <li>- students are demonstrating a strong sense of 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</li> </ul>	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.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Staff are happy coming to work each day.	May, 2024 - Year-End Staff Survey - 97% positive school culture. - 100% feel that we put kids at center. - 94% happy coming to work.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	MDI Reports SVE students feel significantly less bullied this year	In 2022-23, only 55% of students said they were never bullied at all. This year, 71% of students report they were never bullied at all.

## 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 Community Student Learning Plan

## 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.

January, 2024 update:

- Culture is something that the entire team works on all day, every day
- It is in the way that we treat each other and our learners
- Teaching and encouraging Skyhawk identity every day on the announcement and in problem solving conversations
- Constantly reviewing expectations in classes and over the announcements each day
- Constantly adapting systems and structures to be responsive to what is happening in the building
- January 'Welcome Back' assembly to reinforce our co-created expectations
- Supporting Student Leadership is a vehicle to increase school belonging and a sense of connectedness (with this, our big kids are better able to 'model' expected behaviours for our littles)
- Black History Month will be a co-planned and student and parent-led initiative

May, 2024:

Let's celebrate our short term wins:  
Behaviour matrix

Popsicle and Play

Student Leadership

Penalty box

More opportunities for kids to be involved (dance club, chess club, athletic teams, TWO musicals)

Parent inclusion (Teddy Bear Picnic, winter performance, spring musical, assemblies, sports, PAC events)

"Refereed" and organized recess sports (gaga ball, soccer, hockey)

Skyhawk identity (announcements and school song)

Winter/Christmas spirit: clothing boutique, hampers, 5 days of spirit

Flair your Feathers

Kindness shout outs

Celebrating big "C" Culture – Harmony Day potluck, Christmas Concert, Black History Month, Holi, Ramadan (Eid), NIDP

Big Brothers Big Sisters SEL lessons/ groups

Almost monthly staff socials

Whitney's "get to know you" sheets

Culture survey - "are we connected and are we okay"

Indigenous Ed department strong partnership and staff meeting learning

Kindness Culture – Ty Binfet at staff meeting

## Classroom-level Instructional Strategies:

Teach and reteach if necessary the school wide behavior expectations.

# School Community Student Learning Plan

## 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	<p>We are building a supportive and culturally relevant learning environment that creates well-being, inclusivity, safety and community*</p> <p>We are building a culturally relevant learning environment that creates belonging.</p> <p>We are engaging family and community as integral partners in the creation of meaningful, purposeful and relational learning. ***</p>
District Strategic Plan - Family & Community Engagement	<p>We focus on student learning and school improvement through relational trust. *</p> <p>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. *</p>

## 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 and 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.

### Recommendations for next steps for this School Student Learning Priority:

Continue school cultural assemblies (add a couple more).

Continue with student leadership initiatives.

Continue to enforce kindness and school expectations as per the Matrix.

Continue to boost staff morale and connectedness (Implementation Day Learning Retreat).

Add a neighbourhood kindness initiative.

Pre-determined spirit days where all students can participate.

## Plan Reflection

# School Community Student Learning Plan

## Principal Reflection:

Overall, I feel incredibly proud of my school community. At the beginning of the year, it was evident that the building needed to have a "calmer" feel to it. We worked hard as a team to implement systems, structures, and high expectations for all learners. We co-created and explicitly taught students about our school-wide expectations. We empowered CEAs and Noonhour Supervisors to effectively create safe and kind boundaries with kids.

Secondly, we wanted every student and staff member to feel proud of being a Skyhawk. We worked together to create a slogan that we repeat everyday on the announcements: "Skyhawks, we are kind, we are learners, we are leaders, we are readers, and we wonder!" We wanted every student to see themselves as an important member of our community; we created leadership jobs for intermediate students and had over 65 students join school-wide jobs this year. With over one third of our school being newcomers to Canada, our student leaders co-planned and co-led several cultural celebrations this year: Orange Shirt Day, Harmony Day Potluck, Black History Month, Holi, Eid, and National Indigenous Peoples' Day. Our students report they are feeling very connected and represented.

Thirdly, a major emphasis this year was around literacy, specifically with improving reading PM levels. Our team made significant gains in implementing school-wide structures with: 7 hits per week, alignment of assessment, RTI structures, implementation of UFLI, and having a strong focus of solid Tier 1 instruction (specifically, with having purpose and intentionality to 'soft starts' and encouraging students to engage with their literature with literature circles. Our reading evidence is becoming more and more exciting.

Lastly, our overarching goal is to continuously focus on the work of Truth and Reconciliation. This year, our Indigenous students made a 10% increase with their overall reading levels! This is huge! Additionally, staff worked together to create personalized Land Acknowledgements and take turns sharing these at staff meetings. We also started an Indigenous Leadership group and are very proud of the accomplishments with this team.

What a wonderful year at Springvalley Elementary - we are feeling happy, regulated, and excited to learn.