

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:

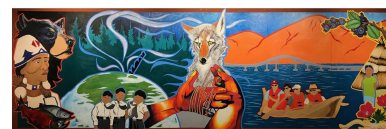
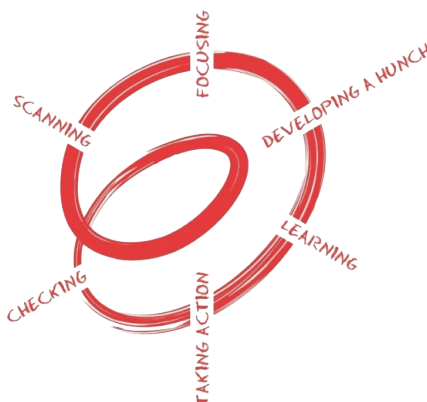
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



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

Fostering Indigenous student success through the lens of equity



School Overview

School: Rutland Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 450

Student Population Indigenous: 35

Student Population, SPED: 37

Student Population, ELL: 74

Principal: Gord Kirsch

Vice Principal: Jamie McEvoy

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:

Rutland Elementary is a Kindergarten through Grade 5 School serving 415 students in the open catchment area of Rutland. At RLE, we strive to create a school of excellence where everyone is a learner, where everyone is valued and has a voice, and everyone believes that they can be successful. We recognize the importance of developing strong foundational skills and core curricular competencies so that each child will thrive holistically now and in the future.

Over the last few years, Rutland Elementary has been focused on rich task design in order to achieve success for all of our learners. This focus was grounded in research with the First Peoples' Principles of Learning, and OECD's Seven Principles of Learning. As a staff we used these principles to define what high quality tasks would look like. With equity and excellence at the forefront of what we wanted to achieve, we looked closely at task, knowing that task is one of the strongest predictors of performance, and that the real accountability system is in the tasks that students are asked to do. Recognizing the positive impact that collective efficacy also has on student learning, we leaned into the expertise of our colleagues and learned from each other by setting up structures to collaborate and share rich tasks.

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.**

In doing this work, we wanted to ensure that we were creating tasks where students could be successful and so we documented our observations. Furthermore, we asked our teachers four questions: 1. What are the strengths that your learners show? 2. How could you build on those strengths? 3. What types of evidence could you use?, and 4. What do you prioritize for your students to know, be able to do, and understand in the future? After analyzing the data, three areas to focus on stood out. The three areas were: Foundational Number Sense in Numeracy, Clear Expression of Content and Meaning in Writing, and Confidence in both of those areas. As part of our scan, we defined what a "Confident Learner" looked like, sounded like, and felt like. After defining this, it was clear that the definition aligned with the Core Competencies.

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

Type of Student Learning Evidence	Short Description	Further Details
Pedagogical documentation	Teachers recorded observations of student learning during numeracy or literacy rich tasks. Teachers focused on the questions: 1. What are the strengths that you learners show? 2. How could you build on those strengths? 3. What types of evidence could you use? 4. What do you prioritize for your students to know, be able to do, and understand in the future?	Three areas that came across as a focus for next steps were: Foundational Number Sense in Numeracy, Clear Expression of Content and Meaning in Writing, and Confidence in both of those areas.

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?):

Three areas that came across as a focus for next steps were: Foundational Number Sense in Numeracy, Clear Expression of Content and Meaning in Writing.

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Student Learning Goal 1:

All students will demonstrate progress in their understanding of numeracy through rich task design..

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: Numeracy

Core Competencies

- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Explain/recount and reflect on experience and accomplishments



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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	Number Sense Rubric	Students are able to see where they are at and what their next steps are to set goals and move their learning forward.

Taking Action and Learning

Leading Professional Learning:

OECD 7 Principles of Learning, Rich Math Tasks, Building Thinking Classrooms by Peter Liljedahl

School Level Strategies and Structures:

Collaboration of Teachers, Sharing of Rich Math Tasks

Classroom-level Instructional Strategies:

Rich Tasks with Low Floor, High Ceiling Design

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	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Building Thinking Classrooms	975.00

Checking for Impact

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

Teachers reported that most students showed progress in their understanding of number sense. While a large number of students at the beginning could talk about how they work through challenges, there were a few who weren't sure. By the last check in, however, those students were able to share how they work through challenges.

Recommendations for next steps for this School Student Learning Priority:

Continue to refine this goal with the lens of working through the book, Building Thinking Classrooms.

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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?):

Three areas that came across as a focus for next steps were: Foundational Number Sense in Numeracy, Clear Expression of Content and Meaning in Writing.

Student Learning Goal 2:

All students will progress in their ability to create and construct text to clearly communicate meaning.

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

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Core Competencies

- ☒ Communication
 - ☒ Acquire, interpret, and present information
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Explain/recount and reflect on experience and accomplishments



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	RLE Teacher Co-Created Writing Rubric	Students are able to see where they are at and what their next steps are to set goals and move their learning forward.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Performance Standards Mini Rubric	Teachers are able to see where each student is at and what their next steps are to set goals and move their learning forward.

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Taking Action and Learning

Leading Professional Learning:

Powerful Writing Structures by Adrienne Gear

School Level Strategies and Structures:

Co-creating a school writing continuum

Classroom-level Instructional Strategies:

Specific instruction focusing on content in writing.

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	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Powerful Writing Structures by Adrienne Gear	650.00

Checking for Impact

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

Teachers have just finished co-creating the Writing Rubric for RLE. The data for pre and post writing using the performance standards rubric demonstrates slow growth in making meaning. In regards to confidence, a large number of students at the beginning could talk about how they work through challenges, there were a few who weren't sure. By the last check in, however, those students were able to share how they work through challenges.

Recommendations for next steps for this School Student Learning Priority:

Collaboratively, our teachers will use the book Powerful Writing Structures to refine this goal. We will use our co-created writing rubric to assess progress and inform our instruction. We will build on the momentum that has begun and use this year's data to compare to next year's as another type of evidence.

Plan Reflection

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Principal Reflection:

At Rutland Elementary School, we have worked hard as a team to create a learning environment where each child develops the foundational skills and competencies to thrive holistically throughout their lifetime. We do this by intentionally designing learning experiences grounded in the First People's Principles of Learning, and OECD (Organization for Economic Co-operation and Development) principles of learning. We used the Spirals of Inquiry structure to gather data to develop our School Learning Priorities for the 2023-2024 school year. Through the scanning process, we uncovered what was going on for our learners, and from that data, Rutland Elementary focused on two learning priorities this past school year. Our first learning priority is Written Literacy, where our focus was for all students to demonstrate progress in their ability to create and construct text to clearly communicate meaning. In Numeracy, our second learning priority was that all students will demonstrate progress in their understanding of numbers through rich task design.

Throughout the year, there were numerous professional learning opportunities for teachers to work together and grow in their collective efficacy. Teachers used mentor texts to guide their instruction and plan for intellectually engaging, high ceiling, low floor, rich tasks. There were multiple check-in points where we analyzed what was going on for our learners and, as reflective practitioners, responded to those needs. In our most recent feedback loop, teachers noted success for both learning priorities. We have also seen an increase in our student's abilities to describe their next steps in their learning journey in these two areas.

As we transition to a new principal, we are looking forward to next year where we will focus on sustaining the momentum that we have created and going deeper in both of these areas.