

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:

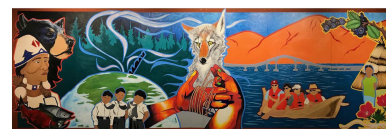
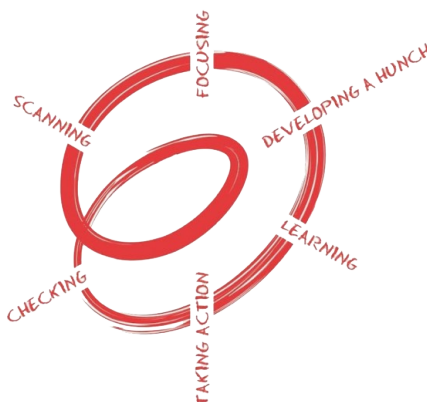
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

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: Chute Lake Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Lake Country/Mission Family of Schools

Overall School Population: 430

Student Population Indigenous: 35

Student Population, Children in Care: 0

Student Population, SPED: 34

Student Population, ELL: 13

Principal: Gurprit Hayher

Vice Principal: Benita Crombie

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: 11

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School Learning Story

Background:

Chute Lake Elementary School is dedicated to meeting the diverse learning and social-emotional needs of all students. We believe that each child is unique and deserves an inclusive, supportive learning environment. Our educators identify and address individual needs, providing differentiated instruction and personalized learning experiences. We prioritize the holistic development of our students, ensuring that their social and emotional well-being is nurtured alongside their academic growth. Through comprehensive support systems, we create an environment where every student feels valued, understood, and empowered to reach their full potential.

Our work is grounded in The First Peoples' Principles of Learning, The Equity Enhancement Agreement for Truth and Reconciliation, The OECD Principles of Learning, The Pedagogies of Student Agency, and The Spirals of Inquiry. These principles inform our commitment to student agency, staff collaboration, and parents as partners in education. Teachers at CLE design learning that is personalized and inquiry-driven, encouraging students to ask questions, explore topics of interest, and engage in hands-on projects. This student-centered approach is complemented by evidence-based decision-making, where we regularly analyze student progress and feedback to adapt and refine instructional strategies. Collaboration amongst our staff allows teachers to share insights and best practices, ensuring that instruction is both dynamic and responsive to student needs. Currently, using an inclusive evidence base, we have identified reading as a school-wide student learning priority. Working with students and their families, our goal is to help students become capable and confident readers who can use developmentally appropriate reading strategies to access information and ideas from a variety of sources and prior knowledge to build understanding.

At Chute Lake Elementary, we strive to create a vibrant learning community that nurtures the unique strengths of each student, promotes collaboration among staff members, and actively involves parents in their child's educational journey. Together, we empower students to become lifelong learners, critical thinkers, who are resilient, compassionate global citizens.

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.**

We will use an inclusive evidence base of observations, products, and conversations to understand the current learning experiences of all students at Chute Lake Elementary. To date, this includes student portfolios, classroom based assessments, early learning profile data, school based team conversations, student learning survey data, MDI data, and empathy interviews with staff. Future considerations include scanning students, staff and parents as we develop an SEL priority.

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

Type of Student Learning Evidence	Short Description	Further Details
Student achievement data	Learning Update (Report Card)	Literacy (Reading) identified as an area of focus
Pedagogical documentation	Empathy interviews conducted by CLE Student Learning Priorities Team. Classroom teachers reflected on evidence (products, conversations, and observations), assessment data (ELP, PM Benchmarks, Reporting data) to identify an academic Student Learning Priority	Patterning empathy interviews revealed the following areas for our community to focus on: 1) Foundational Early Literacy Skills 2) Stamina/Self-regulation 3) Comprehension and Retelling 4) Transferring skills - Making meaning & connections

School Community Student Learning Plan

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?):

Patterning empathy interviews revealed the following areas for our community to focus on:

- 1) Foundational Early Literacy Skills
- 2) Stamina/Self-regulation
- 3) Comprehension and Retelling
- 4) Transferring skills - Making meaning & connections

Student Learning Goal 1:

Read fluently at grade level (Use developmentally appropriate reading, listening, and viewing strategies to make meaning and Access and integrate information and ideas from a variety of sources and prior knowledge to build understanding)

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: Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Access information and ideas from a variety of sources and prior knowledge to make meaning

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
Quantitative	Early Learning Profile	Discussion at Student Learning Priorities Team. Discussion with and support from School Based Team. Multiple "check ins" with classroom teachers and LAT re: RTI triangles and EdPlan data

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student reflections on their growth in reading	Discussion with Student Learning Priorities Team. Discussion with and support from School Based Team. Accessible formats for all students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM Benchmarks	Discussion at Student Learning Priorities Team. Discussion with and support from School Based Team. Accessible, current, and high interest materials to support assessment.

Taking Action and Learning

Leading Professional Learning:

With our Student Learning Priority recently set, CLE Student Learning Priorities team worked with staff to identify new professional learning necessary to support this learning priority:

- 1) Adrienne Gear (Powerful Thinking) Presentation to staff (Reading Comprehension, Literacy Instruction, and Content Area Learning)
- 1) Collaboration time to explore and learn Secret Stories
- 2) Collaboration time to explore and learn UFLI resources

School Level Strategies and Structures:

- Student Learning Priorities Team (Classroom teachers, non-enrolling teachers, school admin) to help guide, focus, and reflect with our staff
- School Based Team and class reviews to help monitor student progress and be responsive to class and student needs
- Predictable support and intervention schedule
- Predictable support and intervention schedule
- Embedded collaboration time
- Scheduled release for ELP & PM Benchmark assessment
- Intentional design of Prep schedule to allow all students to start day with classroom teacher
- Align focus for ELFF night with our literacy learning priority

Classroom-level Instructional Strategies:

- Evidence based intervention and instruction
- Daily 5 and Daily 3
- UFLI implementation
- Secret Stories instruction and implementation
- Specific feedback to students and parents
- Goal setting with students

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	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. -Inclusive Learning Cultures -Intentional Design of Learning -Collaborative Professionalism
Equity in Action Agreement – Learning Profiles	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;

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	University of Florida Literacy Institute Foundations Manuals	2000
Staffing, Supplies	0.2 Classroom Support	21000
Professional Learning	Secret Stories Reading Strategies	1500
Professional Learning	Heggerty Phonemic Awareness Curriculum for Primary	
Learning Resource	Decodable Readers	1650
Learning Resource	New English Language Learner Leveled Readers	500
Learning Resource	Grade 4 Novels	1100
Learning Resource	Books by author David Robertson (indigenous content)	400
Staffing, Supplies	Release time for Assessment (ELP/PM)	14000
Professional Learning	Powerful Thinking: Engaging Readers, Building Knowledge, and Nudging Learning in Elementary Classrooms	1000

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Checking for Impact

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

Our current data set shows that our students reading competencies have grown. We are beginning our end of year assessments and collecting feedback. Both of which will provide us with greater insight and specificity regarding our impact and planning for next year.

Recommendations for next steps for this School Student Learning Priority:

- Analyze end of year data (Learning Updates, ELP, PM Benchmarks, and Writing Samples) to plan for 2024/25 school year.
- Capture student voice, parent voice, and staff voice at end of school year.
- School wide implementation of ELP 2.0
- School wide adoption of ESGI with ELP 2.0 - will allow us to be more responsive to student progress and need
- Enhance classroom libraries with levelled and decodable readers