SCHOOL DISTRICT 10 Arrow Lakes

A Framework and Plans for Enhancing Student Learning

Released: September 2022

*Collaboratively Planning and Taking Action
to Make a Difference for All Learners*

Table of Contents

Our Framework

School District 10's Framework supports the development of school and district plans that align with, and carefully consider the three Ministry of Education goals: intellectual, human, and social, and career development (including skills development and transitions to post-secondary education), as well as the local context. Specific evidence-based priorities within these goal areas are determined at the school and district levels.

Vision Statement:
Our vision is of a learning community which embodies world class learning in a rural environment.

Mission Statement:
Our mission is to provide all our students with an equal opportunity to grow into caring, intelligent, and productive citizens by:

- achieving academic excellence to the utmost of their abilities,
- pursuing diverse pathways based on their passions and interests,
- embracing and managing change, and
- learning to live and work in harmony with others and the environment.

We believe our mission can only be achieved together: through collaboration with students, family and community, and a highly professional staff.

District Context

"Small-is-Amazing"
"World Class Learning in a Rural Environment" is what we are all about in School District 10. We set this bold vision and district motto back in 2014 and work hard each day to realize it.

What does our motto mean? We are "small-is-amazing" and place-conscious learning is our district's "signature pedagogy". It means that we believe that success for every one of our learners matters to us deeply and that we keep this belief at the core as we make decisions and plans.

We use the limitations of being a small rural and remote district as a catalyst for innovation and personalized learning for each student. We build and embrace connections and partnerships with families and community stakeholders to further student success.

We take action to ensure that our students are at the centre in every school and classroom or learning environment, and that they are supported by all areas of school district operations – even those that may not be as visible because together, we all make a difference for our students.

Demographics

Our student population is 547 students in five brick and mortar schools and our distributed learning school. We have 118 students who self-identify as Indigenous and 111 diverse learners with 32 students both Indigenous and with diverse needs. There is no resident band in the district, however the Indigenous Education Advisory Council is very active with a Sinixt presence on the council. SD10 was privileged to join the Equity in Action project last year and our resulting Equity Scan and Report has led to a number of interventions and initiatives to support the academic and social emotional success of Indigenous students for the 2022-2023 school year.

Student Success

The process for our foci on student success and building the framework for enhancing student learning begins with deep conversation, reflection, and a Spiral of Inquiry approach to progress monitoring. We begin by scanning to determine what is going on for our learners. We examine quantitative and qualitative data and work collaboratively with the data team at the Ministry of Education and Child Care to support the amalgamation of district and ministry data to create a collective snapshot as well as individual student learner profiles. From there we determine our foci based on the data and then examine what more we need to learn to develop a plan of action. We then implement a progress monitoring process to check if what we have done is making a difference.

While our small enrollment numbers and cohort sizes poses a challenge when examining Ministry and population-based data, we have the advantage of knowing each individual learner and can address specific needs in a proactive and responsive manner. To make our district data more meaningful, we have changed our fall and spring assessment process. Each fall, students participate in standards-based assessments in reading, writing, and numeracy. These results, along with class review data, inform teacher practice and focus for the rest of the year. Teachers then engage in progress monitoring over a twelve-week cycle. In the spring, teachers use formative assessments throughout the year as well as spring standards-based assessments and then use the BC Performance Standards to determine the proficiency level of each student. This data is used as our "district data" that is then inputted to MyEd and converted into our Power BI-Learner Profiles. This allows us to track individual students and work with the Ministry Data Team to create cohort tracking in Power BI to monitor cohorts of students.

Our strategic plan priorities, school growth plans and professional learning initiatives are created with alignment in mind, and we use all available data to make decisions around resource allocation, professional learning and collaborative inquiry team focuses for each year. We also created a District Plan for Learning website where we narrate, curate, and display the many innovative practices, stories, and examples of student success. https://planforlearning.sd10.bc.ca/

Strategic Plan Priorities

Following a comprehensive, and consultative process in October of 2017 that included *13 Consultations in 3 Communities*, District staff together with school and facilities staff, students, parents and community members, identified **Our Three Bold Goals** to guide the 2017-2022 District Strategic Plan.

A comprehensive working document with actions is used by staff to align with district planning and financial decision-making.

Each year, the Strategic Plan is reviewed for major areas of progress. Key priorities for the coming school year are then defined by the Board of Education. This past year, the Board wanted to narrow our focus to three priorities:

1. **Literacy**: Improve success in Reading and Writing for all K-12 learners.

2. **Indigenous Education:** Improve Success for Indigenous learners.

3. **Physical and Mental Well-being:** Focus on well-being for all: student learners and staff

SD10 is embarking on the development of a new five-year strategic plan this year. The district will engage all stakeholders through a variety of consultation meetings, working sessions, online surveys, Indigenous Education Advisory Council meetings, and our Partner Group Advisory Committee meetings to ensure a transparent and consultative process to determine our district strategic goals.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1 Grade 4 & 7 Literacy Expectations

Portion of Grade 4 and 7 resident writers 'On Track' or 'Extending' on FSA Reading and Writing sections *Note 2021/2022 FSA scores indicate Literacy/Reading only

Grade Level	Skill	Location	2018/2019	2019/2020	2020/2021	2021/22 Literacy
Grade 4	Reading	SD10	61%	90%	75%	84
		Province	76%	74%	78%	75
	Writing	SD10	84%	96%	85%	
		Province	90%	85%	83%	
Grade 7	Reading	SD10	87%	82%	84%	87
		Province	77%	77%	78%	74
	Writing	SD10	80%	87%	87%	
		Province	90%	88%	88%	

Analysis and Other Information:
District Spring Assessment Data – Reading/Writing – Grades K – 8

Spring 2022						
	Grades	n	EMG	DEV	PRF	EXT
Reading	K-3	113	9%	23%	56%	12%
	Gr 4-7	122	8%	28%	46%	18%
	Gr 8	97	1%	28%	56%	15%
	Grades	n	EMG	DEV	PRF	EXT
Writing	K-3	101	6%	28%	59%	7%
	Gr 4-7	125	10%	30%	48%	12%
	Gr 8	97	2%	33%	55%	10%

Spring 2021						
	Grades	n	EMG	DEV	PRF	EXT
Reading	K-3	109	9%	38%	33%	20%
	4-7	87	3%	48%	38%	10%
	8-10	93	10%	30%	44%	16%
	Grades	n	EMG	DEV	PRF	EXT
Writing	K-3	96	9%	38%	48%	5%
	4-7	103	4%	47%	37%	13%
	8-10	93	10%	30%	44%	16%

> ➢ Historical FSA data shows SD10 at or above provincial averages over time.
> ➢ There has been a gap between Indigenous and non-Indigenous students when looking at FSA data over time.
> ➢ The 2021/2022 FSA scores indicated an amalgamation of reading and writing.
> ➢ District data segregates reading and writing skills.
> ➢ Spring 2021 District literacy assessments show a majority of students on-track.

District Spring Assessment data is an amalgamation of formative assessment throughout the year, summative standards-based assessments in the spring, along with performance standards assessment by each teacher. Teachers then determine the overall proficiency level of each student based on all the data collected. As we move forward with this practice, we will begin to create cohorts of students to track (grade to grade transitions, Indigenous students, students with diverse needs) as well as use our Power BI learner profiles to examine trends and growth. This will assist in our district level examination of data as the Ministry data is masked for many of our cohorts due to small size.

Strategies:
- Continued to participate in extensive professional learning with a variety of content experts and focused on literacy across the curriculum.
- Indigenous Support Teachers worked directly with Indigenous students on literacy goals and provided additional supports when needed.
- Weaving reading and writing interventions as part of our district professional development and our early learning framework and providing professional learning in a variety of formats (CR4YC, Inquiry teams, professional development sessions around early literacy interventions).
- Our new Early Learning / Childcare funding will allow a team approach to early literacy interventions and parent education.

Measure 1.2: Grade 10 Literacy Expectations

Current 3-year trend for percentage of students proficient or extending
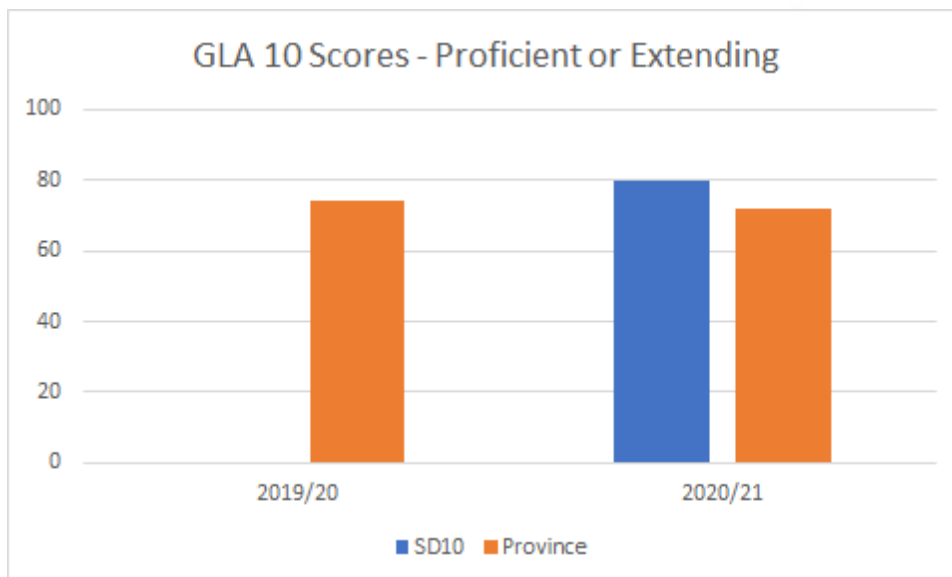
Analysis and Other Information:

Due to the COVID-19 pandemic, the April 2020 administration was cancelled, resulting in no students in SD10 participating in that year's assessment. Those students wrote in 2021, thereby impacting participation rates and scores for future years.

As we focus on literacy skills across the curriculum and start to track grade cohorts of students, we will be able to determine best practices and interventions for students

Strategies:
- Secondary Inquiry Teams work with Jen Moroz and Katie White on communicating student learning, integrating students as partners in assessment, proficiency in curricular competencies, and student portfolios.
- District and school growth plan literacy goals will focus on skill development across the curriculum.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & 7 Numeracy Expectations

Portion of Grade 4 and 7 resident writers 'On Track' or 'Extending' on FSA Numeracy section

Grade Level	Location	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Grade 4	SD10	81%	75%	77%	78%	68%
	Province	66%	67%	68%	67%	67%
Grade 7	SD10	55%	81%	74%	74%	72%
	Province	65%	66%	64%	66%	62%

Analysis and Other Information:

District Spring Assessment Data – Numeracy– Grades K - 8

Spring 2022						
	Grades	n	EMG	DEV	PRF	EXT
Numeracy	**K-3**	116	4%	29%	57%	9%
	Gr 4-7	85	1%	31%	59%	9%
	Gr 8	27	15%	33%	48%	4%

Spring 2021						
	Grades	n	EMG	DEV	PRF	EXT
Numeracy	**K-3**	97	2%	36%	44%	18%
	4-7	96	6%	32%	48%	14%
	8	37	16%	30%	46%	8%

SD10 FSA numeracy results and district numeracy assessments over time have indicated that students have been at or above provincial averages for years and there has been a strong commitment to numeracy development through professional development and inquiry. Again, small sized cohorts can result in data fluctuations, but each school knows each student and specific interventions and supports are created based on specific need.

District data indicates higher percentage of grade 8 students emerging in numeracy. District Spring Assessment data is an amalgamation of formative assessment throughout the year, summative standards-based assessments in the spring, along with performance standards assessment by each teacher. Teachers then determine the overall proficiency level of each student based on all the data collected. As we move forward with this practice, we will begin to create cohorts of students to track (grade to grade transitions, Indigenous students, students with diverse needs) as well as use our Power BI learner profiles to examine trends and growth. This will assist in our district level examination of data as the Ministry data is masked for many of our cohorts due to small size.

Strategies:
- Professional learning with Carole Fullerton and Peter Lilijedahl over several years has resulted in a strong understanding of numeracy instruction and assessment.
- Nine years working with Letyon Schnellert on Collaborating to Engage all Learners, has had many teachers use a math focus and have shared learning with colleagues.
- Focusing on transition from grade 7 to grade 8 in numeracy and providing opportunities for elementary and secondary teachers to collaborate around developing students' numeracy skills.
- Many NOIIE inquiry projects have focused on numeracy and have incorporated Indigenous and place-conscious education.
- Professional Learning Team with Karla Gamble last year focusing on infusing First Peoples Principles of Learning into the math curriculum.

Measure 2.2: Grade 10 Numeracy Expectations

Current 3-year trend for percentage of students proficient or extending
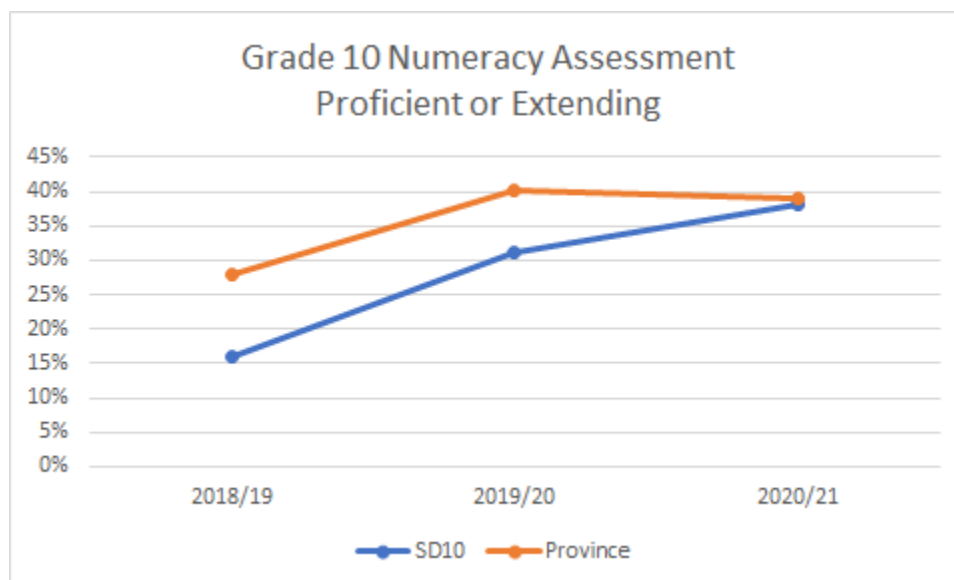
Analysis and Other Information:

➢ Below provincial average for past 3 years, but steady improvement seen over that time.
➢ District data confirms a need to address numeracy skills of secondary students and examine differences between above average FSA scores in numeracy and Grade 10 numeracy assessment scores

Strategies:

• Class review process with a focus on numeracy needs.
• Examined percentage of students taking Pre-Calculus vs WorkPlace/FDN Math.
• Several teachers participated in a workshop with BC educator Peter Liljedahl and are using vertical surfaces open ended approach to math work.
• Collaboration between elementary and secondary teachers to examine students' numeracy skills and best practices.

Measure 2.3: Grade to Grade Transitions

Percentage of Grade 10 resident students who made the transition to Grade 11 in the next school year, and percentage of Grade 11 resident students who made the transition to Grade 12 in the next school year

Grade 11 Transition
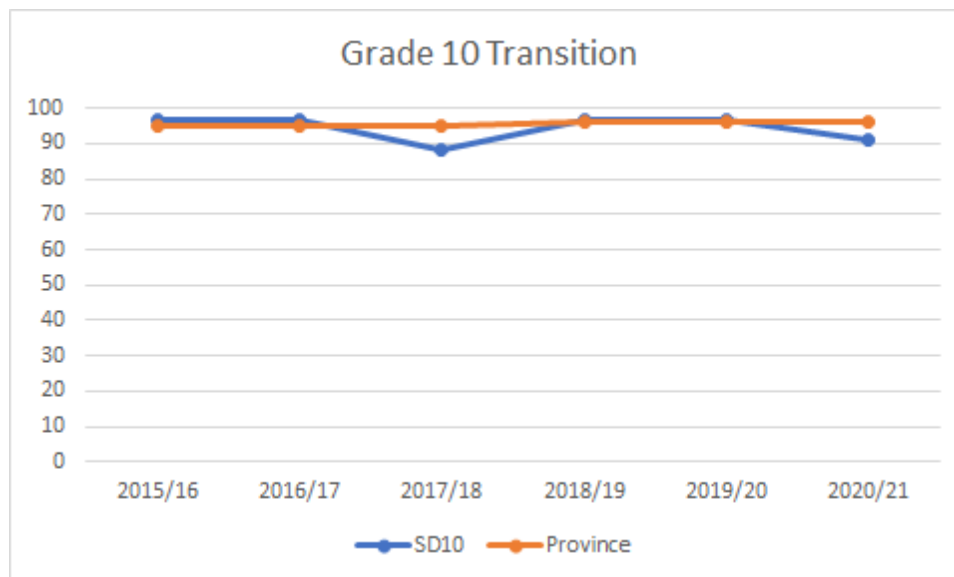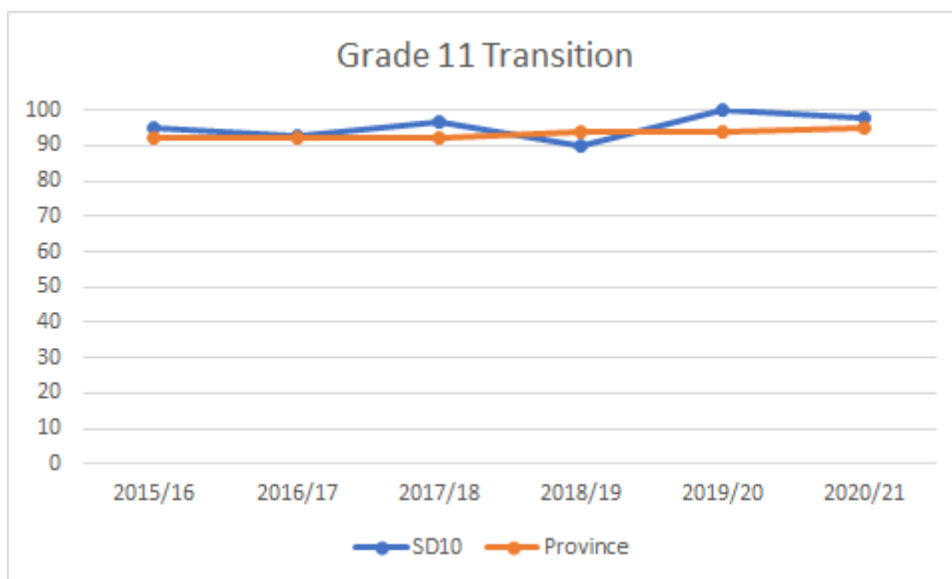
Analysis and Other Information:

- ➢ Consistently at or above 90% for 5 consecutive years.
- ➢ Consistently at or above provincial average for 5 consecutive years.
- ➢ Indigenous students above 90% for 5 consecutive years (masked).
- ➢ Children/Youth in Care between 85 and 90% for 5 consecutive years (masked).
- ➢ Small cohort sizes in each grade can cause data to fluctuate year to year.

Strategies:

- Class reviews two times a year provide a structure of on-going conversations about student success and allows for responsive and proactive planning to address any concerns. Documentation is shared year to year to support transitions.
- Small class size allows schools to know each student and ensure that the necessary supports are put into place. This creates continuity and smooth transitions grade to grade.
- Blended model of our Experiential Learning program with the brick-and-mortar schools provides students who are struggling with attendance and engagement, an opportunity to learn outside of the classroom and make a smoother transition back to school and grade to grade.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe and Connected

Measure 3.1: Student Learning Survey – Welcome, Safe and Belong

The proportion of students in grade 4,7, and 10 who feel welcome, safe and have a sense of belonging in their school

Student Learning Survey (SLS) - Feel Welcome
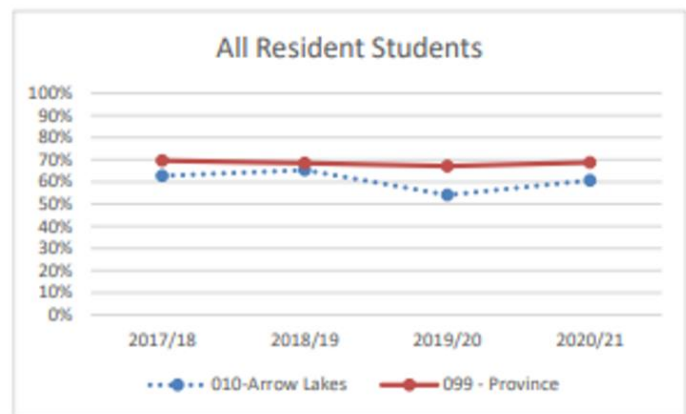
Student Learning Survey (SLS) - Feel Safe
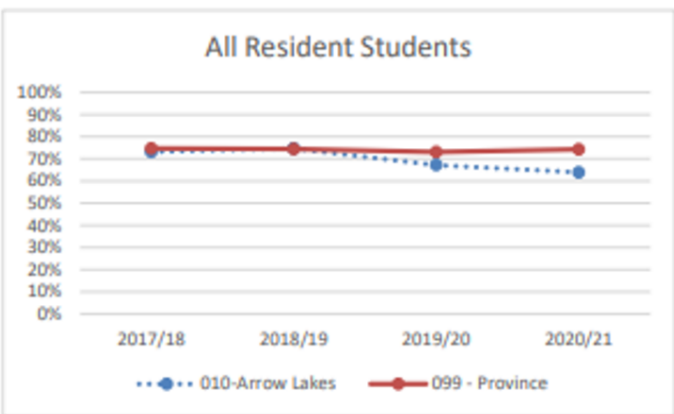
Student Learning Survey (SLS) - Sense of Belonging
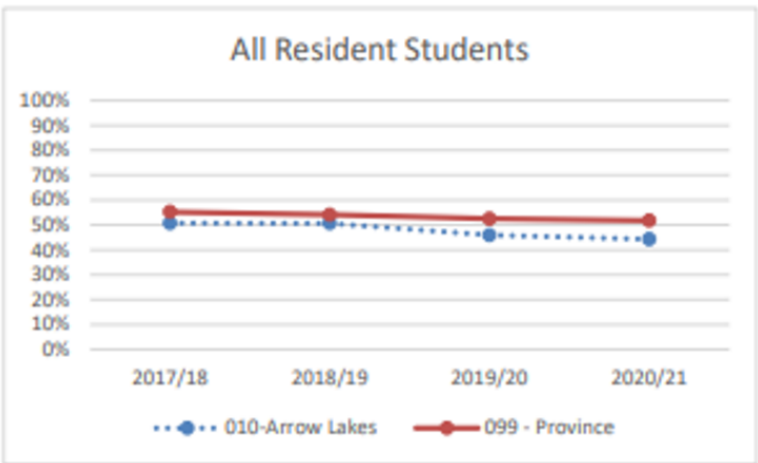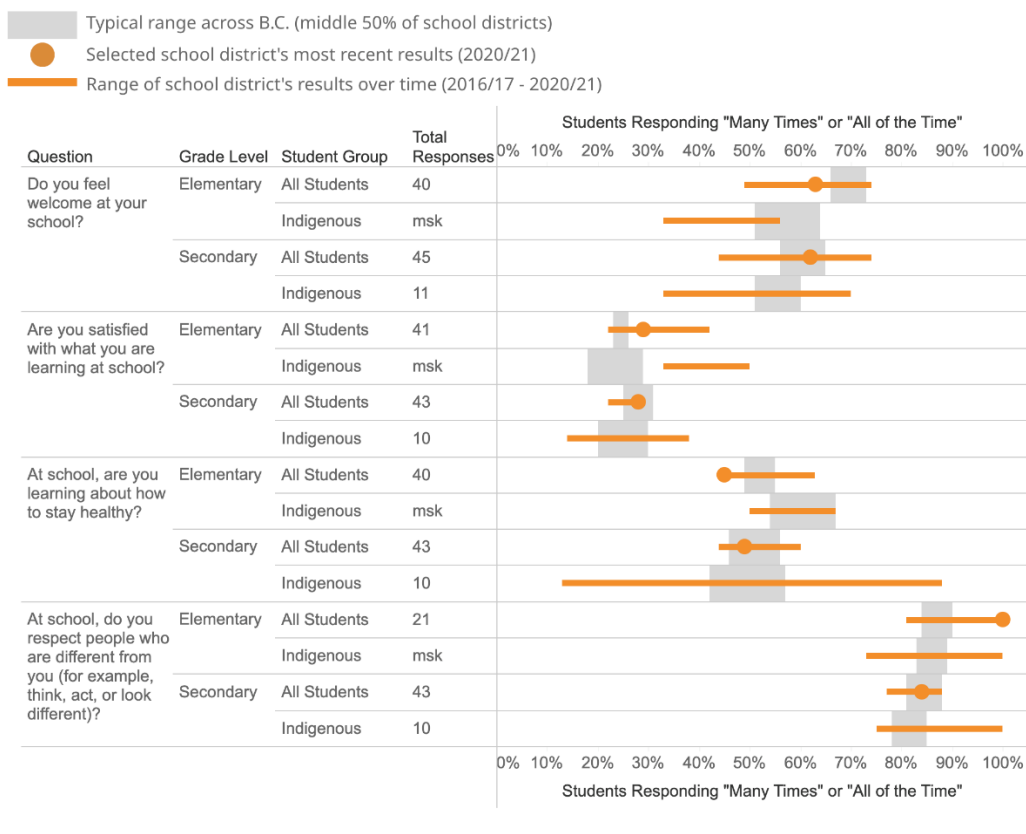
Question/Grade	2017/2018	2018/2019	2019/2020	2020/2021
Do you feel welcome at school?	%	%	%	%
Grade 4	89	83	79	
Grade 7	61	48	50	
Grade 10	72	45	60	
Do you feel safe at school?	%	%	%	%
Grade 4	95	83	86	
Grade 7	71	62	61	
Grade 10	58	80	62	
Is school a place where you feel like you belong?	%	%	%	%
Grade 4	89	58	71	
Grade 7	46	44	32	
Grade 10	48	34	35	

Analysis and Other Information:
 ➢ Low response rate in grade 4, 7, and 10 (decreasing with age).

- 2021-2022 data not available however we are using district generated qualitative and quantitative data to hear individual student voice about their well-being and school connectedness.
- Lower than provincial average in most grades in all three areas over time, especially grade 7, however small cohort sizes can skew percentages.
- School-based data collection in these areas shows more positive responses, however qualitative data indicates that we need to put more emphasis on student wellness.
- Grade 4 MDI results show higher levels of safety and belonging, and numbers also decrease in grade 7 MDI results.
- Data indicates Indigenous student responses are less positive than non-Indigenous students.
- Equity Scan identified a need for more Elders in Schools supporting students and a need to create designated space for Indigenous Students.

Strategies:
- Schools are aware of this data and are putting a great deal of focus on student belonging and feeling safe and welcome at school.
- The district created a Mental Health Outreach Coordinator position to work with schools and community to engage youth and provide programming in the out of school hours and address student well-being at school. This has resulted in increased capacity to provide engaging after school programs for students K – 12.
- District wellness framework outlines goals and objectives to improve student well-being at school and includes a focus on Indigenous student well-being
- Each school worked with educational consultant and SEL expert, Miriam Miller on developing social-emotional competency

Measure 3.2: Two or More Adults who Care About Them

Portion of students in grade 4,7, 10, and 12 who feel there are two or more adults at their school who care about them. Students reporting "YES"

Question/Grade	2017/2018	2018/2019	2019/2020	2020/2021	2021/22
Are there two or more adults at your school who care about you?	%	%	%	%	%
Grade 4	83	86	71		
Grade 7	69	56	59		
Grade 10	80	66	50		
Grade 12	88	100	79		

Analysis and Other Information:
- School-based data collection in this area this area shows more positive responses.

- Grade 4 MDI results in this area are very positive (96%) and while Grade 7 MDI results are lower (57%) they are both above provincial averages.
- COVID has had an impact on student / adult connectedness and the lack of sports, clubs, and after school programs has had a negative impact on students.

Strategies:

- School-based SEL teams will address student / adult connectedness and work with Miriam Miller on strategies and structures that promote positive connections at school.
- District Mental Health Outreach Coordinator worked with school counsellors and community partners to enhance program offerings for students in the out of school hours and connect student interest to learning at school.
- Commitment on student voice and providing forums for students to let adults know what their needs are.
- Equity in Action plan directly addresses student needs and our action plan.
- District wellness framework outlines goals and objectives around learning and implementation of SEL strategies.

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieve Dogwood Within 5 Years Graduation Rate

Percentage of resident students who achieve a BC Certificate of Graduation (Dogwood Diploma or Adult Dogwood) within 5 years of starting Grade 8 (adjusted for outmigration)
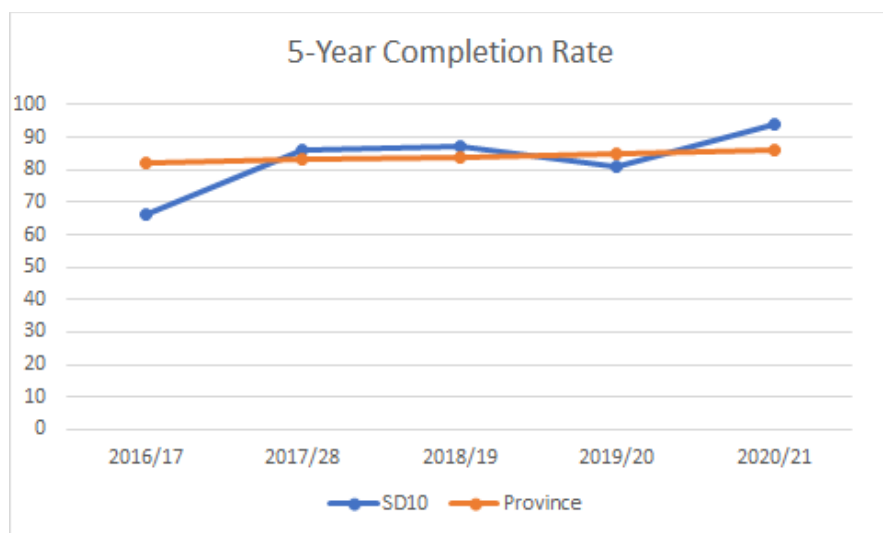
Analysis and Other Information:
➢ Marked improvement in last three years, consistent with provincial averages.
➢ Noticeable improvement in student 6-year graduation rate.
➢ Small graduating cohort sizes can cause data to fluctuate year to year.
➢ Gap in graduation rate exists between Indigenous and non-Indigenous students.

Strategies:
• Creation of an Experiential Learning program through our DL school is working for students in both secondary schools who are struggling to engage in school. This program uses outdoor education, Indigenous Elders, and community supports.
• Developing a blended learning model between our DL school and secondary schools will help support students with challenges in having success at school.
• Participation in the Equity in Action project is focusing on closing the gap between Indigenous and non-Indigenous student graduation rate.

Educational Outcome 5: Life and Career Competencies

Measure 5.1: Transitioning to Post-Secondary

Portion of resident students in the eligible to graduate cohort transitioning to Canadian post-secondary institutions within 1 and 3 years

Graduates by Time of Transition

Graduation Year	No Transition	1 Year	2 Years	3 Years	# of Graduates
2015/2016	37%	47%	13%	3%	30
2016/2017	48%	45%	8%		40
2017/2018	55%	45%			29
2018/2019	54%	46%			
2019/2020					

Post-Secondary Institute (PSI) 3 Year Transition Rate
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years graduation)
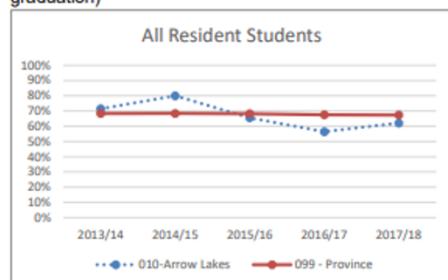
Figure 77: Post-Secondary Institute Transition - All Resident Students
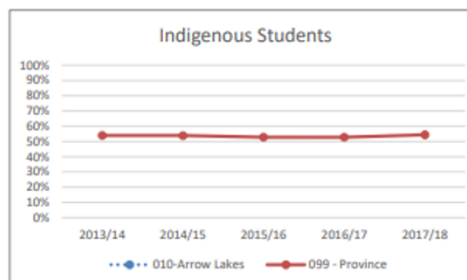
Figure 78: Post-Secondary Institute Transition - Indigenous Students

Analysis and Other Information:
- Current data only available for BC public PSI's, but several of our students have transitioned to other provincial post-secondary institutions and are not reflected in data.
  - Small numbers of graduates so unaccounted students in no transition skew data.
- Aware that our numbers district wide have been improving these past two years.
- Due to the rural and remote location of the district, it is challenging for students to attend post-secondary institutions right after graduation. Finances and distance to PSI's are factors that impede transition.

Strategies:
- Continued to provide PSI days for BC and AB schools in our district.
- Encourage students, through CLE 10 and CLC 12, to pursue post-secondary.
  - Have former graduates present to our Grade 10 – 12 students.

- Continue to encourage participation in ITA and dual credit programs.
- Pilot project with Tech BC allowed students to be exposed to potential jobs that exist and training required.
- Continue to provide students with information and opportunity to apply for scholarships and bursaries for PSIs.
- Examining dual credit opportunities with local college for a variety of programmes.

Appendices:

1. District Wellness Framework

2. District Literacy Plan

3. District Early Learning Framework

SD 10 Mental Health Framework

Goal 1 Compassion and Acceptance – Creating and Maintaining an Inclusive Learning Environment

Support schools in continuing to create a physically and psychologically safe and inviting culture and climate for staff, students, families and community		
2020 – 2021	2021 - 2022	2022-2023
Objectives		
1. Teach connection between well-being and learning; Staff, students, community 2. Monitor attendance and support students who are not attending to reengage with school community 3. Support vulnerable students		
Strategies		
• Go To program • EASE program • RULER training • Schools access district mental health grants to support school initiatives • Access district and community supports to support individual	• Strength-based approach to Mental Health Literacy • Trauma-informed practice • EASE program • RULER training	• Strength-based approach to Mental Health Literacy • Understanding of Trauma-informed practice (learning and application) • Update staff on student attendance • Develop specific strategies for absenteeism

students and whole school learning (development of community agency/organization support list) • District Vulnerability tracking • Develop peer-counselling programs at each school	• Shared Wisdom And Growth Program (SWAG) through DL to support student engagement • Mental Health Outreach Coordinator Position if funding continues some modifications to the role are needed for greater clarity and consistency • Access district and community supports to support individual students and whole school learning (development of community agency/organization support list) • District Vulnerability tracking • Develop peer-counselling programs at each school	• EASE program • Continue to learn and implement RULER strategies with on-going support from Miriam Miller • Open Parachute online program • Access Freedom Quest for supports • District Harm Reduction Strategy with support of IHA – Admin, Staff, and Counsellors • Experiential Learning through DL to support student engagement • Schools to take on after school programs for youth • Elder in-Residence program added in each school • Access district and community supports to support individual students and whole school learning (development of community agency/organization support list) • District Vulnerability tracking • Develop peer-support programs at each school • Support from admin

Assist school communities to recognize the value and worth that diversity adds to communities

2020 – 2021	2021 - 2022	2022-2023

Objectives

1. Explicitly and intentionally teach skills of empathy, compassion, and acceptance
2. Teach the connection between identity, culture and coping with adverse and challenging situations

Strategies

• Inclusive education focus in all professional learning opportunities • Indigenous lens as well as other cultural vantage points in dealing with adverse situation • Indigenous Equity scan information shared with students, staff and community • Teach coping strategies (ACCEPTS model) and resiliency and infuse into curriculum	• Inclusive education focus in all professional learning opportunities • Indigenous lens as well as other cultural vantage points in dealing with adverse situation • Join Provincial "Equity in Action" project to continue the work we started on supporting Indigenous student success from a wellness lens • Continue to work with Sheldon Franken on Teach coping strategies (ACCEPTS model) and resiliency and infuse into curriculum • Move forward with Compassionate Systems awareness training and implementation	• Inclusive education focus in all professional learning opportunities • Indigenous lens as well as other cultural vantage points in dealing with adverse situation • Join Provincial "Equity in Action" project to continue the work we started on supporting Indigenous student success from a wellness lens • Continue to work with Sheldon Franken on Teach coping strategies (ACCEPTS model) and resiliency and infuse into curriculum • Move forward with Compassionate Systems awareness training and implementation. October regional training session.

Continue to build upon SEL initiatives to assist schools in supporting a foundation of positive mental health through understanding and implementing Social Emotional Learning

2020 – 2021	2021 - 2022	2022-2023
Objectives		
1. Implement a variety of evidence/strategies/curriculum that promotes the development of social-emotional skills 2. Develop school focus for SEL/Wellness		
Strategies		
• Use the CASEL 5 • District purchased SEL bins for classroom use • Best Practice List (Executive Functioning, SEL, SRL, Mental Health) • Girls Groups (NES, LES, NSS)	• Use the CASEL 5 • District purchased SEL bins for classroom use • Best Practice List (Executive Functioning, SEL, SRL, Mental Health) • Girls Groups (NES, LES, NSS)	• Use the CASEL 5 • District purchased SEL bins for classroom use • Best Practice List (Executive Functioning, SEL, SRL, Mental Health) • Girls Groups (NES, LES, NSS)

• Out of School Time programs • January Pro D Day focusing on SEL/MH • Work with Miriam Miller, Sabre Cherkowski, Javier Gonzales throughout the year • Implement ongoing activities, learning and initiatives that promote SEL/MH for staff and students • Support from Sabre Cherkowski with school wellness teams • Develop school goals and strategies around wellness and SEL	• Out of School Time programs • Work with Miriam Miller and SEL team from each school on SEL implementation • Implement ongoing activities, learning and initiatives that promote SEL/MH for staff and students • Develop school goals and strategies around wellness and SEL: Look into SEL assessment practices to collect data • MDI implementation Grades 4-7 to have a larger sample size	• Out of School Time programs • Work with Miriam Miller and SEL team from each school on SEL implementation • Develop school goals and strategies around wellness and SEL: Look into SEL assessment practices to collect data • MDI implementation Grades 4-7 to have a larger sample size

Goal 2: Develop Mental and Physical Health Literacy

Develop and use a common language to enhance understanding and consistency in the use of terms and definitions related to SEL, mental and physical health and mental illness		
2020 – 2021	**2021 - 2022**	**2022-2023**
Objectives		
1. Participate in specialized training and implement on a class and school-wide basis 2. Implement learning in a RTI manner and build capacity with staff students and parents		
Strategies		
• Go To program • EASE program • Learning for Life Toolkit • RULER training (LESS) • Counsellors supporting classroom with Tier 1 interventions	• EASE program follow-up with new and existing staff • Learning for Life Toolkit • RULER implementation at LESS, NSS, NES • Counsellors supporting classroom with Tier 1 interventions	• EASE program follow-up with new and existing staff • Learning for Life Toolkit • RULER implementation at LESS, NSS, NES • Counsellors supporting classroom with Tier 1 interventions

• Staff providing specific Tier 2 & 3 interventions • ongoing focus • HPSC: Monthly meetings and conferences fall and spring). Share resources and best practices. • Access district and community supports capacity with staff students and parents	• Counsellors providing specific Tier 2 & 3 interventions (small group and 1:1 support for tier 3 students) • HSCP: Monthly meetings and conferences fall and spring). Share resources and best practices. All counsellors will support by attending meetings on a rotational basis • Access district and community supports • Counsellors to attend GAP meetings when necessary or on a rotational basis	• Counsellors providing specific Tier 2 & 3 interventions (small group and 1:1 support for tier 3 students) • HSCP: Monthly meetings and conferences fall and spring). Share resources and best practices. All counsellors will support by attending meetings on a rotational basis • Access district and community supports

Develop a common language around resilience and coping with adverse childhood experiences

2020 – 2021	2021 - 2022	2022-2023
Objectives		
1. Explicitly and intentionally teach skills of empathy and tolerance 2. Teach coping skills and how to build resilience		
• Monthly counsellor meetings with Shelley Bortnick (consultant) – invite community agency/organizations to discuss specific topics • School counsellors along with community agencies/organizations to support teachers and students • Integration into the curriculum and classroom practice • Direct teaching of coping skills (ACCEPTS model)	• Monthly counsellor meetings with Shelley Bortnick (consultant) – invite community agency/organizations to discuss specific topics • School counsellors along with community agencies/organizations to support teachers and students • Integration into the curriculum and classroom practice • Direct teaching of coping skills (ACCEPTS model)	• Monthly counsellor meetings with Shelley Bortnick (consultant) – invite community agency/organizations to discuss specific topics • School counsellors along with community agencies/organizations to support teachers and students • Integration into the curriculum and classroom practice • Direct teaching of coping skills (ACCEPTS model)

Engage students, staff, families and community in the promotion of all aspects of health.		
2020 – 2021	**2021 - 2022**	**2022-2023**
Objectives		
- Implement a variety of evidence/strategies/curriculum that promotes the development of social-emotional skills - Increase awareness and understanding of the importance of physical health and physical activity/literacy		
Strategies		
- Tools for Life Toolkit - HCSP partnership grant - Basin Plays - Staff wellness initiatives - Student wellness (yoga, outdoor learning, KBEEN) - Parent information evenings - Community partnerships	- Tools for Life Toolkit - HSCP partnership grant - Basin Plays - Staff wellness initiatives - Student wellness (yoga, outdoor learning, KBEEN) - Parent information evenings with Shelly and Peter and guest speakers - Community partnerships - Include Strong Start and Early Learning	- Tools for Life Toolkit - HSCP partnership grant - Basin Plays - Staff wellness initiatives - Student wellness (yoga, outdoor learning, KBEEN) - Parent information evenings with Shelly and Peter and guest speakers - Community partnerships - Include Strong Start and Early Learning

Early childhood launches the journey of lifelong learning. Current research refers to the first 8 years of life as formative years when children are particularly receptive to environmental and biological factors. These factors create the neural connections and pathways that affect their physical, emotional, social, intellectual, and creative capacities over their lifetimes. Rich early learning experiences in homes, schools, and communities set the very foundation of children's health and well-being, sense of community and social life, secure sense of self, healthy spirit of adventure, respectful relationships and character as a learner. Ensuring success in the early years is a research proven way to pave the way to success throughout an individual's life.

Vision

Children learn in the spirit of wonder and joy, and are strong, capable in their uniqueness and full of potential.

Mission

To provide rich early learning experiences and environments, which stimulate children's thinking, creativity and engagement to contribute to society and create a better world. We do this by connecting with and supporting our school community and the greater community around us.

Guiding Principles

- Families are the first and most powerful influence on their child's learning, development, health and well-being.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).
- Children are curious, competent, capable of complex thinking, and recognized as citizens who contribute to society.
- Play is integral to well-being and learning.
- Providing opportunities and supports for all children to have access to, and contribute to, a rich learning experience with their peers.
- Inclusive and engaging environments and experiences foster playful inquiry, children's well-being, holistic learning, and development.

Creating Rich Early Learning Experiences that extend throughout a students' learning journey

Goal 1: Continue to support meaningful and innovative educational practices from 0 - 8 years and beyond.

Objective 1: Expand and support professional learning opportunities and nurture pedagogical leadership around playful inquiry in the early years.

Action:

- Create and support opportunities for innovation around Early Learning practice
- Expand to include Grade 2/3 teachers in professional learning for continuity and alignment of pedagogy
- Create and expand communities of practice through opportunities such as Reggio Study Tour, Opal Study Tour, documentation network, Changing Results 4 Young Children, Pedagogy of Play BC Network, Story Workshop, and Story Studios.
- Provide multi-modal entry points for professional learning, such as online courses and webcast series.

Objective 2: Provide open-ended and culturally responsive materials and experiences to create environments for experimentation and transformation.

Action:

- Develop a list of recommended open-ended and culturally responsive materials and resources for Kindergarten to grade 3.
- Create pop-up experiences for educators to engage in playful exploration of materials.

Objective 3: Implement the BC Early Learning Framework through professional learning and collaborative inquiry.

Action:

- Engage in critically reflective dialogue through learning teams that include Early Childhood Educators (CR4YC, inquiries/projects).
- Develop an Early Years Professional Learning Series.
- Teacher/District team to introduce the BC EL Framework to staff.
- Nurturing Our Relationship with Families as Partners

Goal 2: Engage with Families in their Child's Learning and Well-being

Objective 1: Continue to support the transition from early care to school.

Action:

- Expand "Welcome to Our School" Kindergarten initiative.
- Support meaningful and innovative gradual entry practices.

- Expand on our relationship with GAP Interagency Committee and community partners to include the early years

Objective 2: Communicate student's learning through authentic practices that reflect a holistic cross-curricular perspective.

Action:

- Make learning visible through practices, such as pedagogical narration and documentation.
- Continue to develop ways to communicate student learning in the early years with families in an authentic and meaningful way
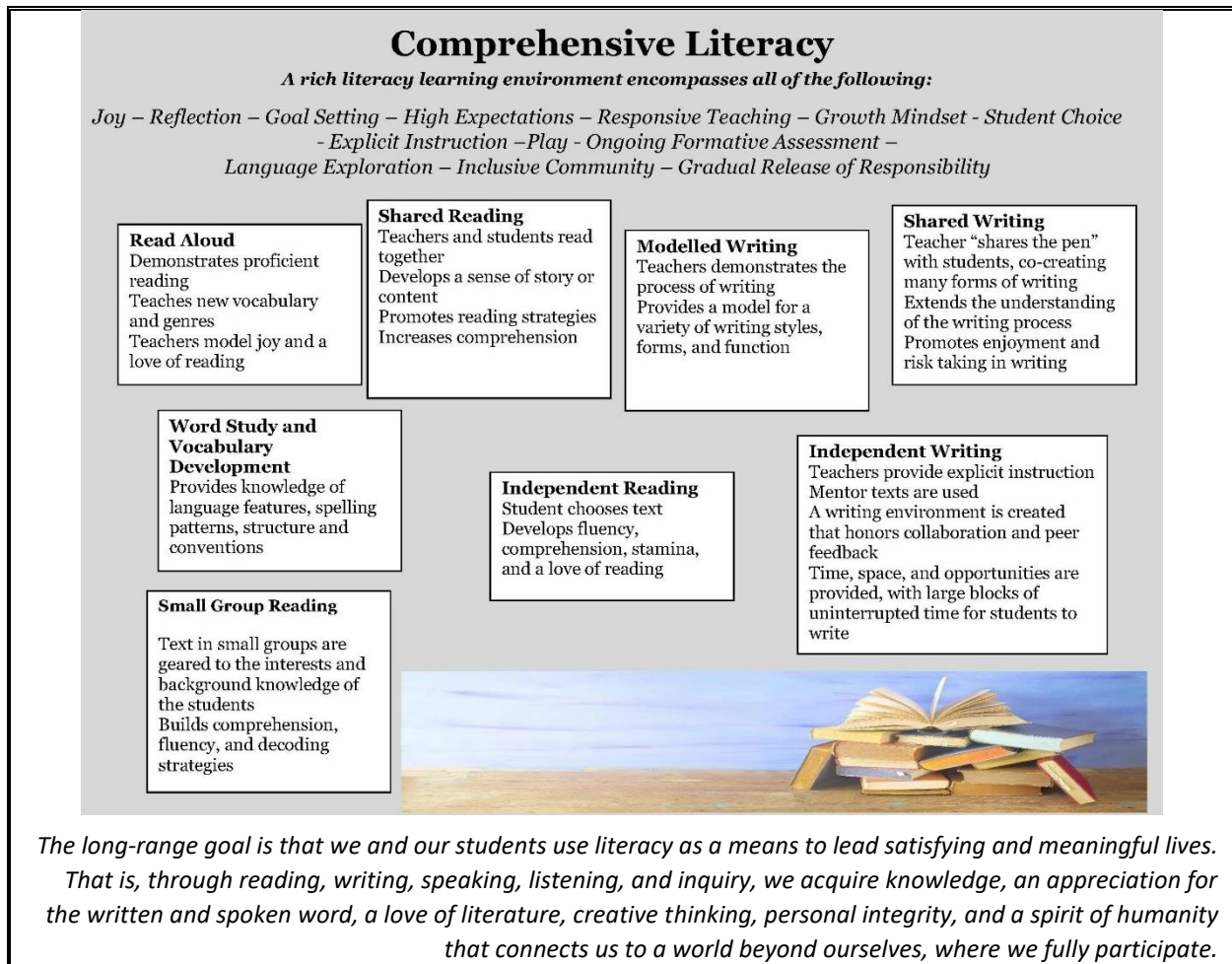
SD10 Literacy Framework

The research is very clear:

> ➢ Exemplary classroom practice has been identified as having the greatest impact on student literacy development.
> ➢ Quality classroom practice is based on a comprehensive literacy approach.
> ➢ Support teachers and classroom teachers working together will have a greater impact on all learners.

> **We were inspired by:**
>
> *Richard Allington*
> *Faye Brownlie*
> *Adrienne Gear*
> *Regie Routman*
> *Jennifer Serravallo*

This document provides you with a framework, sharing the necessary components of a comprehensive literacy program. We hope you use it to guide your practice and reflect on the areas you are feeling success in, and areas you would like to focus on. Together, we are stronger, so we encourage you to spend time with your colleagues and look at best practices school wide.

Comprehensive Literacy
A rich literacy learning environment encompasses all of the following:

Joy – Reflection – Goal Setting – High Expectations – Responsive Teaching – Growth Mindset - Student Choice - Explicit Instruction –Play - Ongoing Formative Assessment – Language Exploration – Inclusive Community – Gradual Release of Responsibility

Read Aloud
Demonstrates proficient reading
Teaches new vocabulary and genres
Teachers model joy and a love of reading

Shared Reading
Teachers and students read together
Develops a sense of story or content
Promotes reading strategies
Increases comprehension

Modelled Writing
Teachers demonstrates the process of writing
Provides a model for a variety of writing styles, forms, and function

Shared Writing
Teacher "shares the pen" with students, co-creating many forms of writing
Extends the understanding of the writing process
Promotes enjoyment and risk taking in writing

Word Study and Vocabulary Development
Provides knowledge of language features, spelling patterns, structure and conventions

Independent Reading
Student chooses text
Develops fluency, comprehension, stamina, and a love of reading

Independent Writing
Teachers provide explicit instruction
Mentor texts are used
A writing environment is created that honors collaboration and peer feedback
Time, space, and opportunities are provided, with large blocks of uninterrupted time for students to write

Small Group Reading
Text in small groups are geared to the interests and background knowledge of the students
Builds comprehension, fluency, and decoding strategies

The long-range goal is that we and our students use literacy as a means to lead satisfying and meaningful lives. That is, through reading, writing, speaking, listening, and inquiry, we acquire knowledge, an appreciation for the written and spoken word, a love of literature, creative thinking, personal integrity, and a spirit of humanity that connects us to a world beyond ourselves, where we fully participate.

Comprehension Strategies

Visualizing
Creating multi-sensory images in the "minds eye" while reading to make sense of text.

Analyzing and Synthesizing
Deconstructing information and drawing conclusions based on both text and student thinking.

Connecting
Drawing from background knowledge and personal experiences while reading to create deeper meaning.

Inferring
Using evidence in the text to "fill in", hypothesize and predict.

Comprehension is at the heart of what it really means to read. Reading is thinking and understanding and getting at the meaning behind the text.

Jennifer Serravallo

Questioning
Asking both literal and inferential questions while reading to clarify meaning and deepen understanding.

Summarizing
Selecting the main ideas and details to paraphrase text and pull out the most important information.

Every Child, Every Day: Six Elements of Effective Reading Instruction Richard Allington
1. Every child, everyday reads something they have chosen themselves.
2. Every child reads accurately. Research shows that reading at 98% or higher accuracy is essential for reading acceleration.
3. Every child reads something he or she understands. This takes a lot of reading and rereading of text that students find engaging.
4. Every child writes about something personally meaningful. When they write about something they care about, they use conventions of spelling and grammar because it matters that their ideas are communicated.
5. Every child talks with their peers about reading and writing. Research has demonstrated that conversation with peers improves comprehension and engagement with text.
6. Every child listens to a fluent adult reader read aloud. This increases students' fluency and comprehension skills, expands vocabulary, background knowledge, awareness of genre and text structure.