



SCHOOL DISTRICT 10 Arrow Lakes

A Framework and Plans for Enhancing Student Learning

Released: September 2023



Taking Action

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

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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.

District Purpose:

Build a community of lifelong learners with the knowledge and skills to navigate the future.

District Values and Commitments:

- **Responsibility:** Being fully engaged, honouring our commitments, and being accountable
- **Compassion:** Being compassionate and empathetic
- **Creative Thinking:** Being imaginative, reflective, and able to explore different possibilities
- **Resiliency:** Understanding and addressing adversity
- **Collaboration:** Listening for understanding and working together

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". In SD10 we believe that success for every one of our learners matters to us deeply and we keep this belief at the core as we make decisions and plans.

We use the realities of being a small rural district as a catalyst for innovative practice and intentional learning. We take advantage of our beautiful surroundings and traditional lands in the West Kootenays, and we build and embrace connections and partnerships with Indigenous nations, 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.

Demographics

Our student population is 526 students in five brick and mortar schools and our distributed learning school. We have 130 students who self-identify as Indigenous and 99 diverse learners

with 27 students both Indigenous and with diverse needs. There is no resident nation or reserve in the district, however the Indigenous Education Advisory Council is very active with a Sinixt presence on the council. SD10 is privileged to be a part of the Equity in Action project last year and our resulting [Equity in Action report](#) has led to a number of interventions and initiatives to support the academic and social emotional success of Indigenous students. Our classrooms are inclusive spaces that offer multiple pathways for all learners to access the curriculum and meet curricular competencies and content at each grade. Our small class sizes allow us to know each individual learner and address their individual needs and gifts.

Student Success, Progress Monitoring, and Analysis:

The process for our focus 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 and triangulated snapshot as well as individual student learner profiles. From there we determine our focus 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 practice. Each fall, students participate in standards-based benchmark assessments in reading, writing, and numeracy. These results, along with class review data twice a year, 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 assessment and student voice and reflection from throughout the year, as well as spring standards-based benchmark assessments and 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 as well as cohorts of students to examine trends and review interventions implemented.

Our new strategic plan, 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 foci for each year.

Strategic Plan

An extensive school and community consultative process resulted in a draft five-year plan. The plan describes the District's updated purpose, values and priorities. The plan emphasizes the Board's commitment to spend time in dialogue reflecting on the most important questions that emerged from the consultation with students, parents, teachers, and community members. Annual action plans will be developed and our results will be reported each year.

The [consultation process](#) comprised of 15 in-person consultation sessions which included a community consultation at each school, consultation with the Indigenous Education Advisory Council and Partner Group Advisory Committee, as well as staff and student forums and an on-line survey option. A steering committee was also formed to work alongside the Board to provide guidance and feedback through-out the development process.

The Plan is in the final draft phase and is undergoing a last round of consultation before being formalized in November, 2023.

The SD10 Board used a method called "Scenario Planning" as a way of stimulating dialogue, reflection and engagement, during the first phase of our consultation process.

Scenario planning is about exploring what the future may be; and how the School District needs to change overtime in light of that future. Scenario planning is about identifying a set of different realities about what might happen in the future.

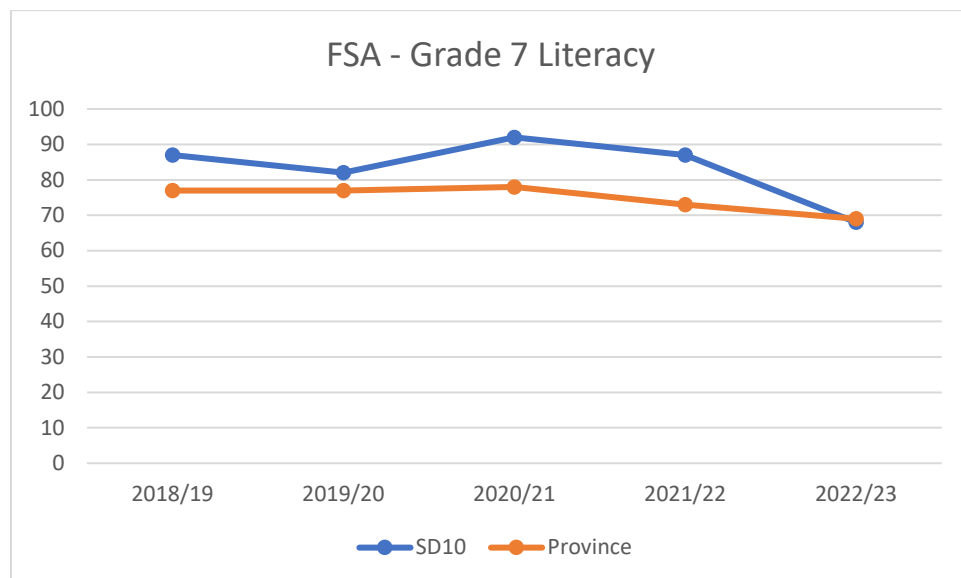
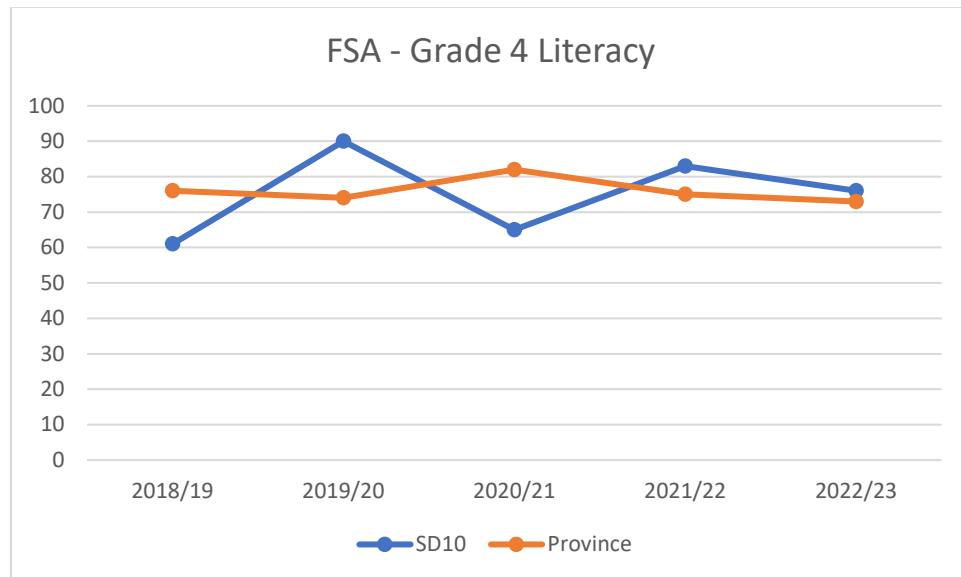


Intellectual Development

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



Analysis and Other Information:

District Spring Assessment Data – Reading/Writing – Grades K – 8

Spring 2023						
Reading	Grades	n	EMG	DEV	PRF	EXT
	K-3	111	23%	24%	32%	21%
	Gr 4-7	141	9%	25%	50%	18%
	Gr 8	100	6%	29%	48%	17%
Writing	Grades	n	EMG	DEV	PRF	EXT
	K-3	112	12%	40%	40%	8%
	Gr 4-7	142	10%	33%	48%	9%
	Gr 8-10	99	7%	35%	44%	13%

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

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

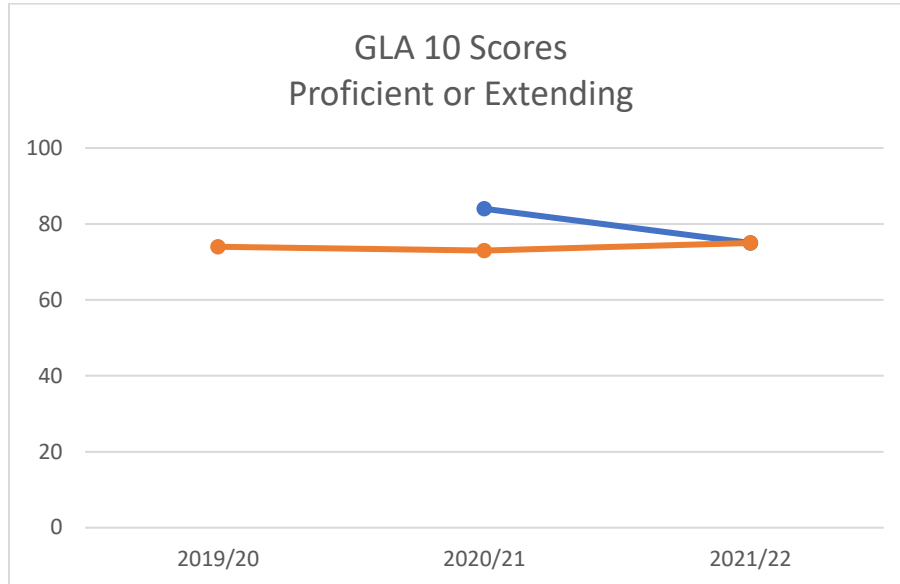
- Historical FSA data shows SD10 at or above provincial averages over time.
- There has been a gap between Indigenous and non-Indigenous students when looking at FSA data over time.
- The 2021/2022 FSA scores indicated an amalgamation of reading and writing.
- District data segregates reading and writing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

Strategies:

- Continue to work with our early learning teachers to provide early literacy interventions
- Indigenous Support Teachers working directly with Indigenous students on literacy goals and provide additional supports when needed.
- Year 2 of our District Assessment Teams (primary, intermediate, secondary) focusing in on assessment, reporting, and communicating students learning will continue to yield greater alignment in our assessment practices across the district.
- 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 (CP4YC, Inquiry teams, professional learning opportunities around early literacy interventions)

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.

We are seeing positive trends around literacy proficiency rate with fewer students emerging. A focus on literacy across the curriculum has supported this improvement. With small cohorts sizes and the use of our Power B I learner profiles we can target individual students. We have more flexibility with the course offerings we can provide to meet the specific needs of students.

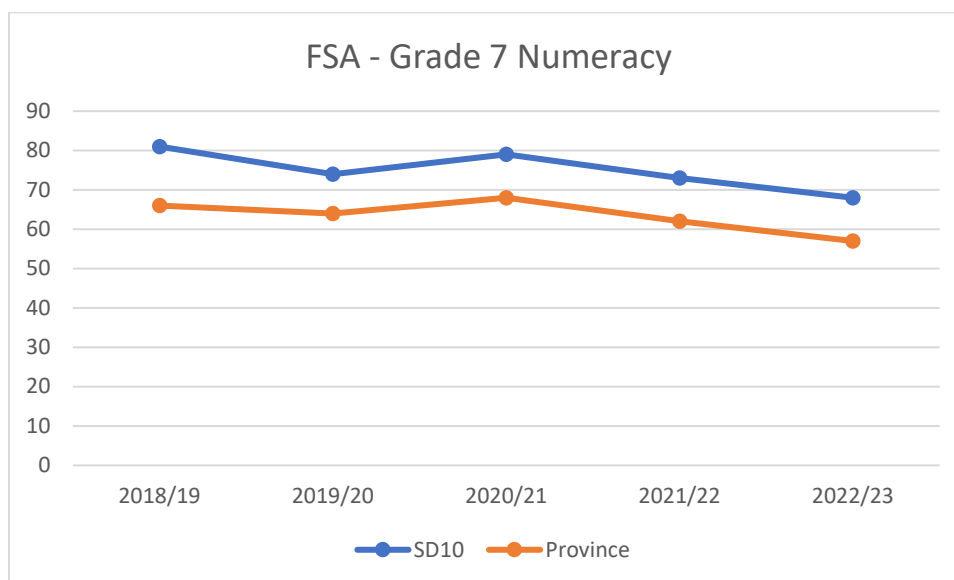
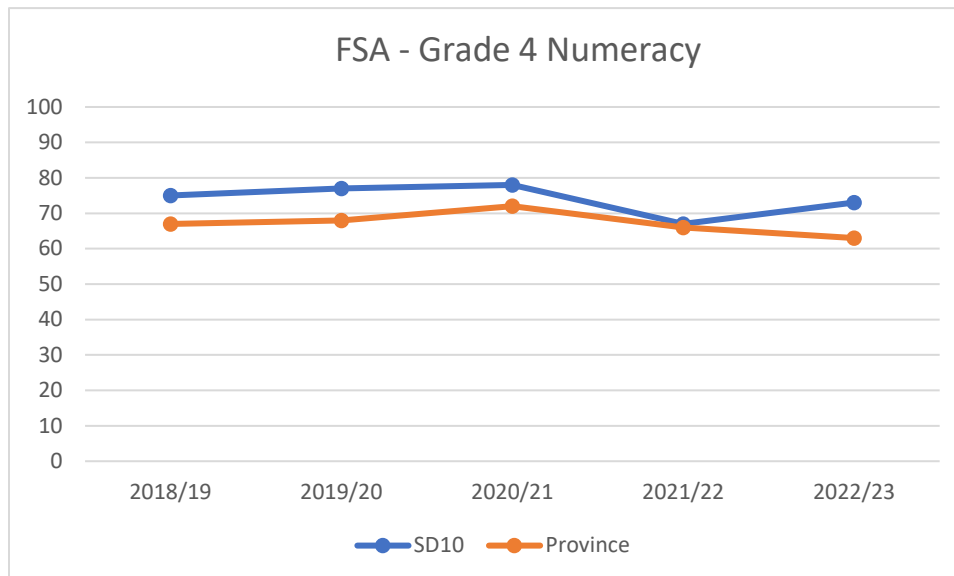
Strategies:

- 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.
- "Write like a scientist" and "read like a researcher" as a focus for cross-curricular literacy.
- District and school growth plan literacy goals will focus on skill development across the curriculum.
- Examining Shane Safir's "Street Data" to include more student voice.

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



Analysis and Other Information:

District Spring Assessment Data – Numeracy– Grades K – 8

Spring 2023						
Numeracy	Grades	n	EMG	DEV	PRF	EXT
	K-3	111	11%	29%	54%	6%
	Gr 4-7	150	10%	25%	48%	17%
	Gr 8	36	8%	56%	33%	3%

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

Spring 2021						
Numeracy	Grades	n	EMG	DEV	PRF	EXT
	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.

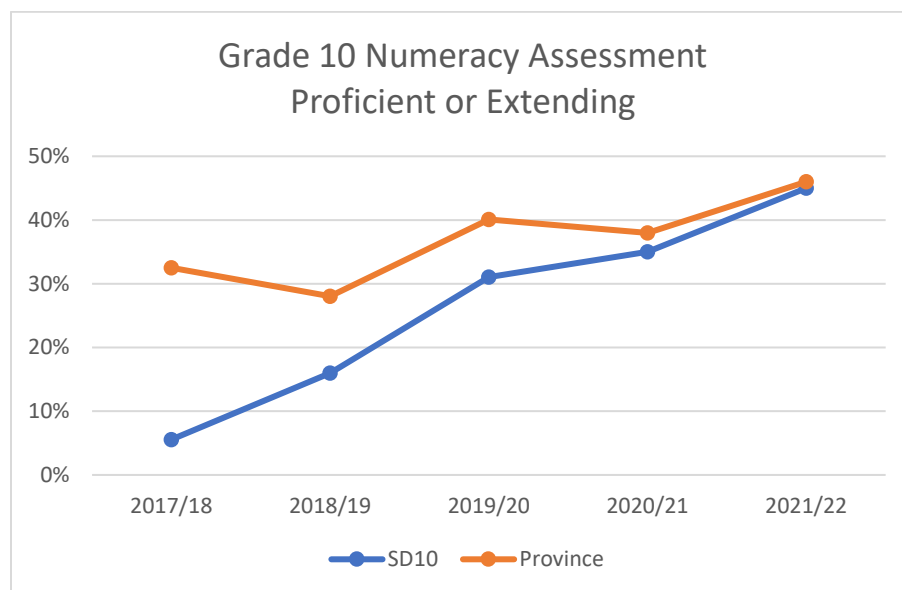
District data indicated higher percentage of grade 8 students emerging in numeracy and attention was paid to why there was a drop off from grade 7 to 8. Interventions and attention showed significant improvement in spring 2023 results.

Strategies:

- Professional learning with Carole Fullerton and Peter Liljedahl over several years has resulted in a strong understanding of numeracy instruction and assessment.
- Learning series with Donna Morgan on critical and creative thinking in numeracy in K-12 with a focus on diverse learners.
- 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 NOIE inquiry projects have focused on numeracy and have incorporated Indigenous and place-conscious education.

Measure 2.2: Grade 10 Numeracy Expectations

Current 3-year trend for percentage of students proficient or extending



Analysis and Other Information:

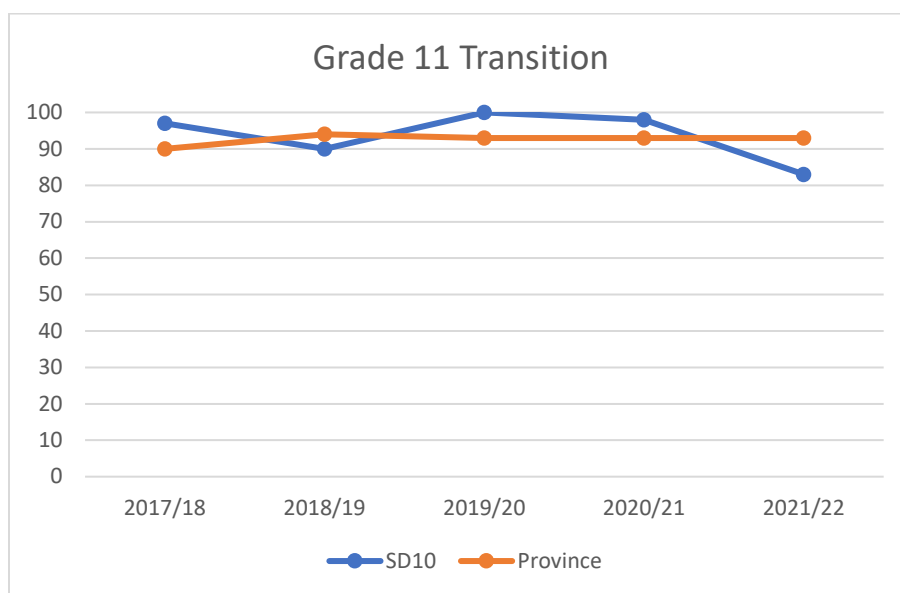
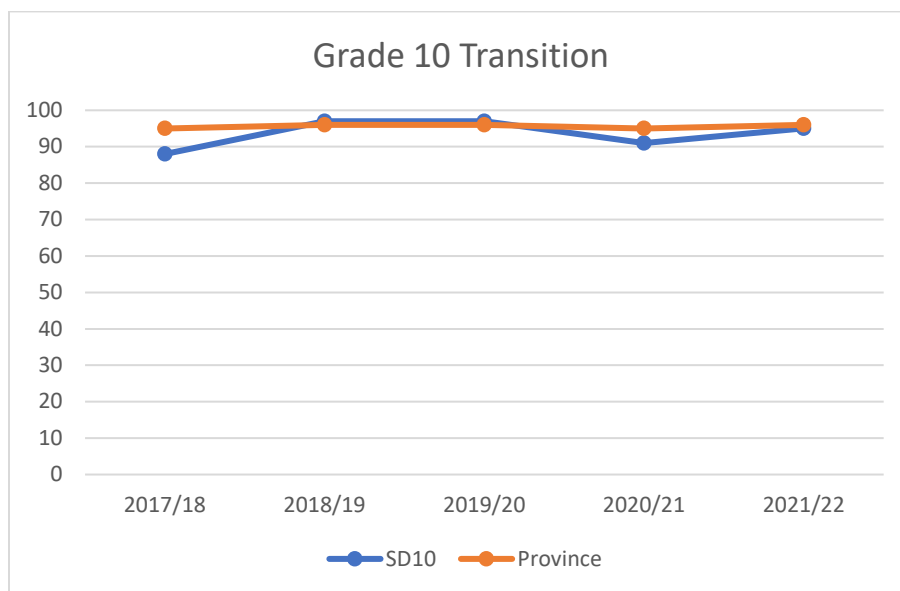
- Below provincial average in the past, but steady improvement seen over time and now just at provincial average. Still need to improve number of students who are proficient.
- District data showed a continued drop between grade 7 and grade 8 over several years. 2023 spring assessment showed an improvement in grade 8. More analysis is needed and use of cohort tracking will now be useful to better understand the needs in numeracy

Strategies:

- Use our Class Review process twice a year, 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



Analysis and Other Information:

- Consistently at or above 90%
- Students in Distributed Learning struggle with transitions
- 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 (2021/22)

Strategies:

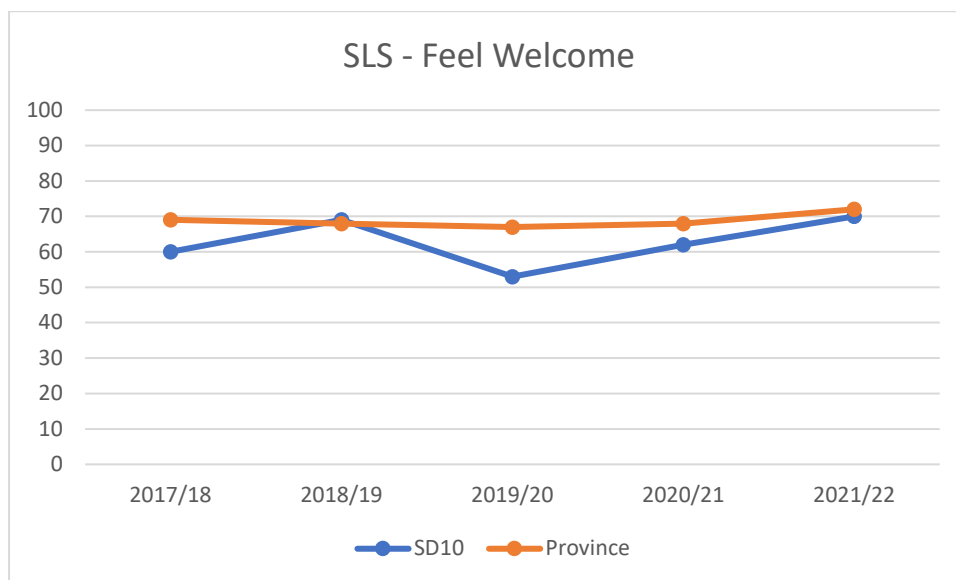
- Use Class Review process two times a year to provide a structure for on-going conversations about student success and allows for responsive and proactive planning to address any concerns. Documentation is shared year to year to support transitions.
- Small class size allows schools to know each student 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.

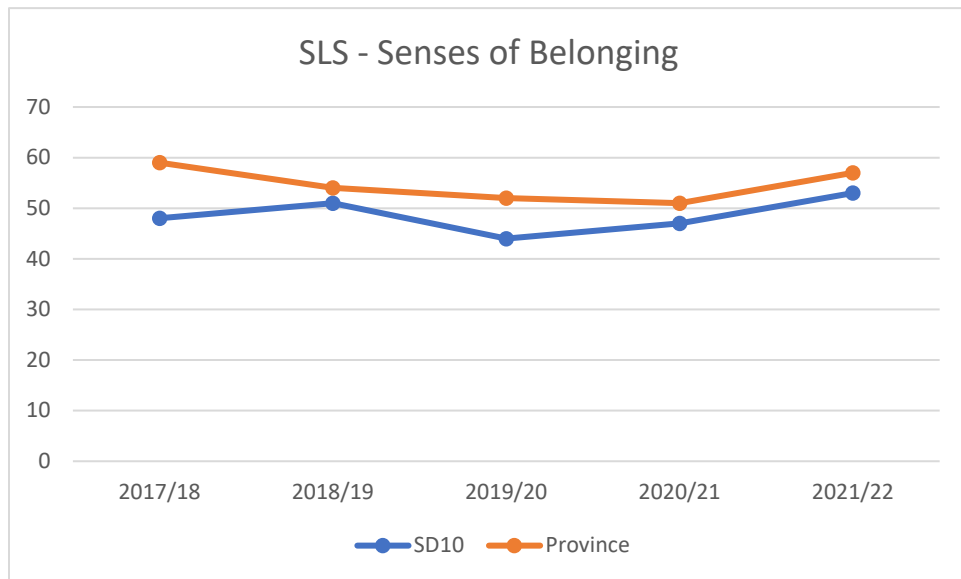
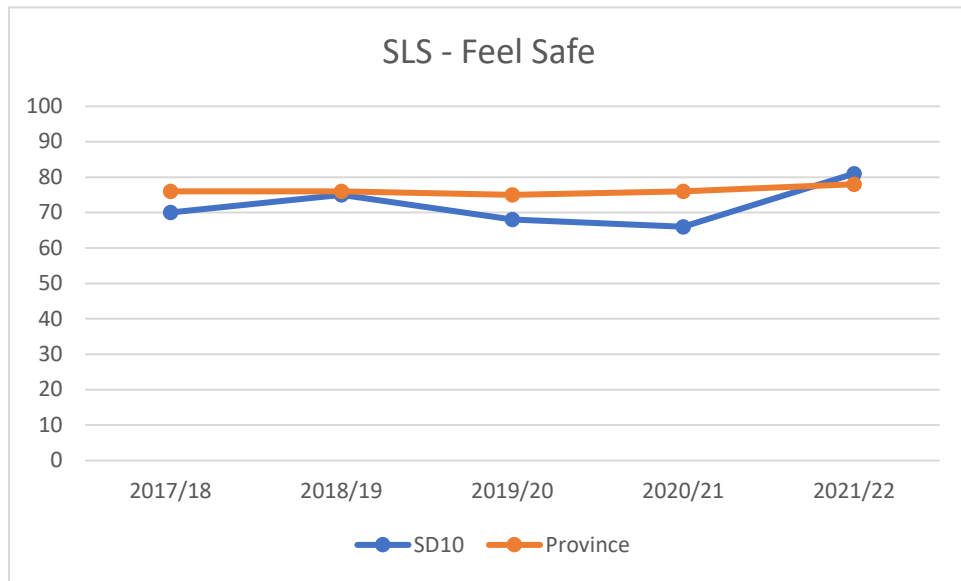
Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe and Connected

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

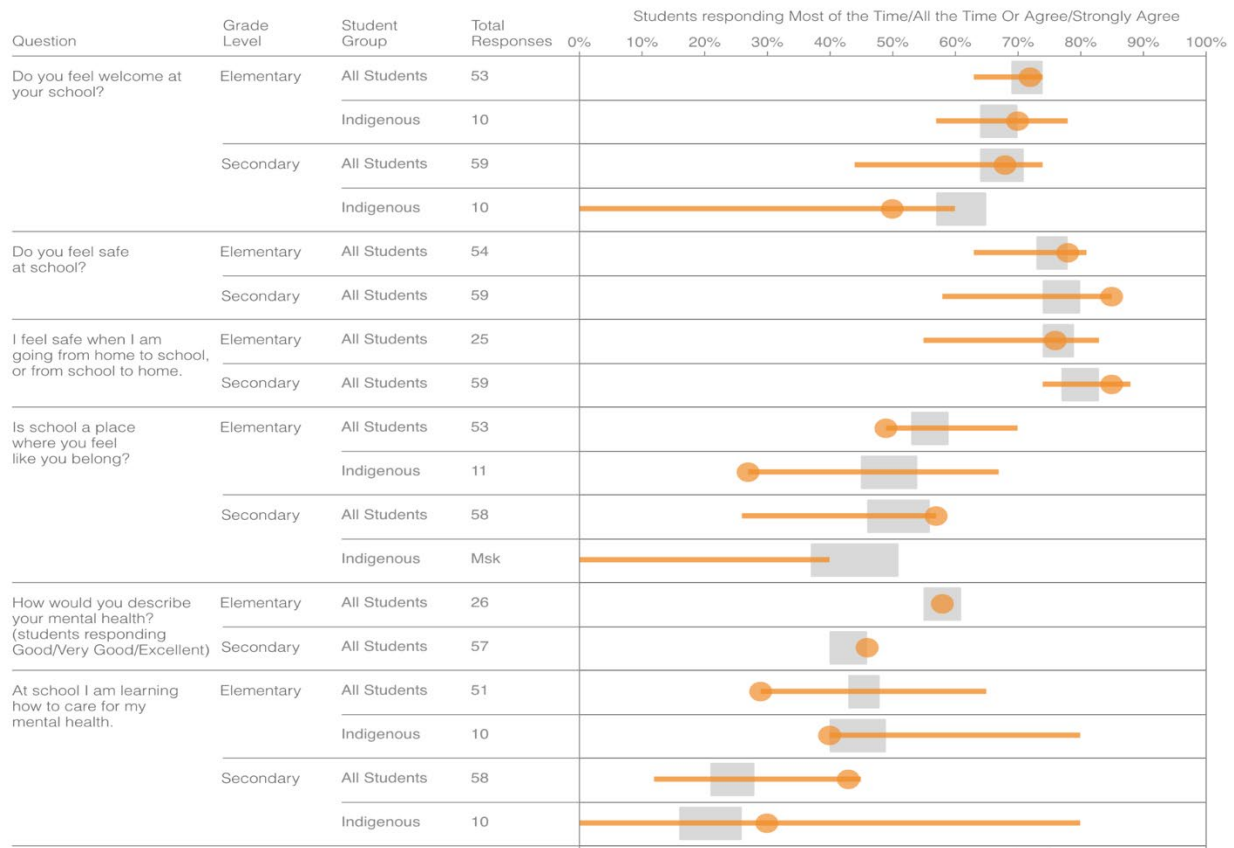
The proportion of students in grade 4,7, and 10 who feel welcome, safe and have a sense of belonging in their school





 Typical range across B.C. (middle 50% of school districts)
 Selected school district's most recent results (2021/22)
 Range of school district's results over time (2017/18 - 2021/22)

Student Satisfaction and Wellness



Question/Grade	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Do you feel welcome at school?	%	%	%	%	%
Grade 4	89	83	79	78	86
Grade 7	61	48	50	50	56
Grade 10	48	72	45	60	63
Do you feel safe at school?	%	%	%	%	%
Grade 4	95	83	86	79	93
Grade 7	71	62	61	71	76
Grade 10	58	80	62	65	84
Is school a place where you feel like you belong?	%	%	%	%	%
Grade 4	89	58	71	68	59
Grade 7	54	46	44	32	38
Grade 10	17	48	34	35	50

Analysis and Other Information:

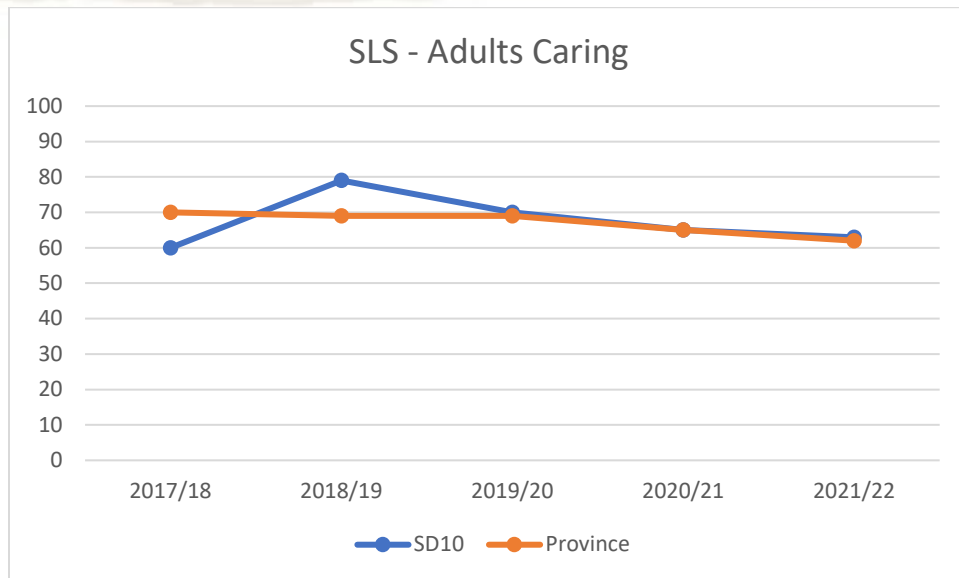
- Low response rate in grade 4, 7, and 10 (decreasing with age).
- Lower than provincial average in most grades in all three areas over time, especially grade 7, however small cohort sizes can skew percentages.
- School-based data collection in these areas shows more positive responses, however qualitative data indicates that we need continued emphasis on student well-being.
- 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. The implementation of this has made a significant difference in how connected Indigenous students are feeling at and about school

Strategies:

- Schools are examining ministry and school-based 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 all youth with a concentration on Indigenous youth, and provide engaging programming in the out of school hours and address student well-being. This has resulted in increased capacity to provide engaging after school programs for youth.
- The 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 has created a wellness team and there is a representative from each school who sits on a district wellness committee along with our district Elder.

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	89	83	86	71	68
Grade 7	54	69	56	59	38
Grade 10	58	80	66	50	59
Grade 12	68	88	100	79	85

Analysis and Other Information:

- School-based data collection in this area shows more positive responses.
- Grade 4 MDI results in this area are very positive (100%) and while Grade 7 MDI results are lower (86%) they are both above provincial averages. This is an increase from 2022.
- Allowing more opportunities for student voice is helping to hear from students and respond to their requests and needs.

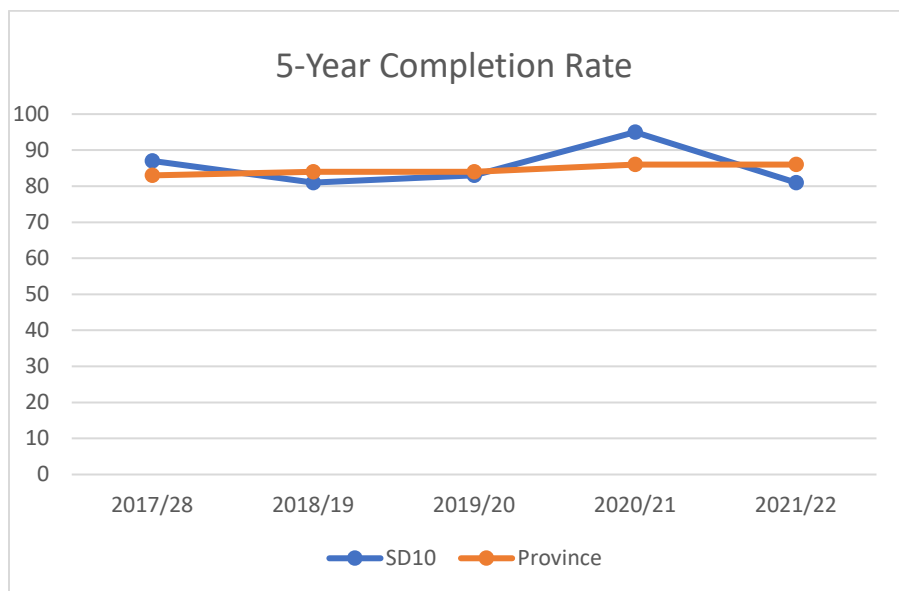
Strategies:

- School-based wellness teams created to address connectedness and well-being.
- 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.
- Equity in Action plan has lead to an Elder-in-Residence at each school and the creation of an Indigenous space for students at each school.
- 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:

- Consistent graduation rates over time.
- 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 especially Indigenous and at risk students enrolled in our distributed learning school.

Strategies:

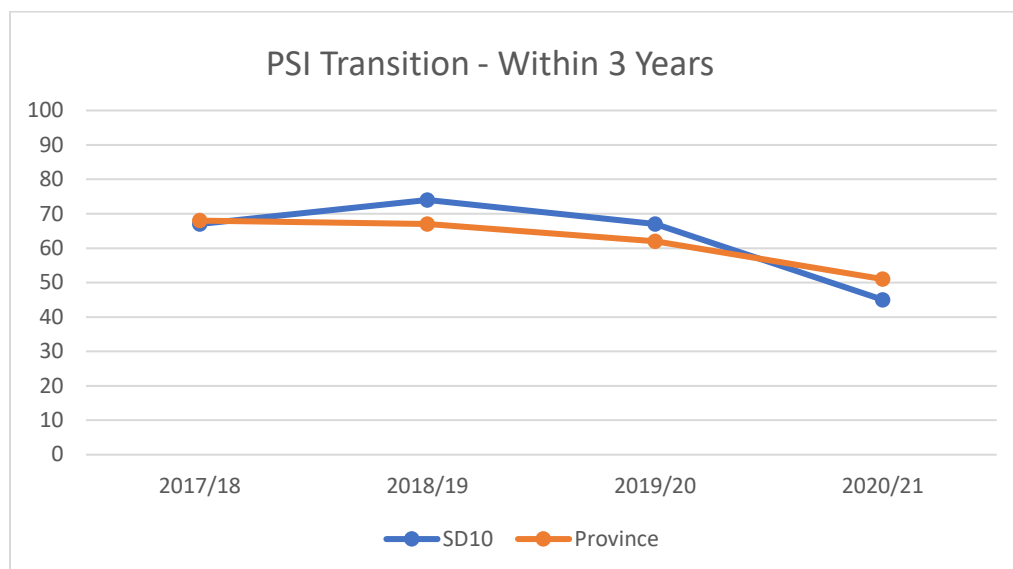
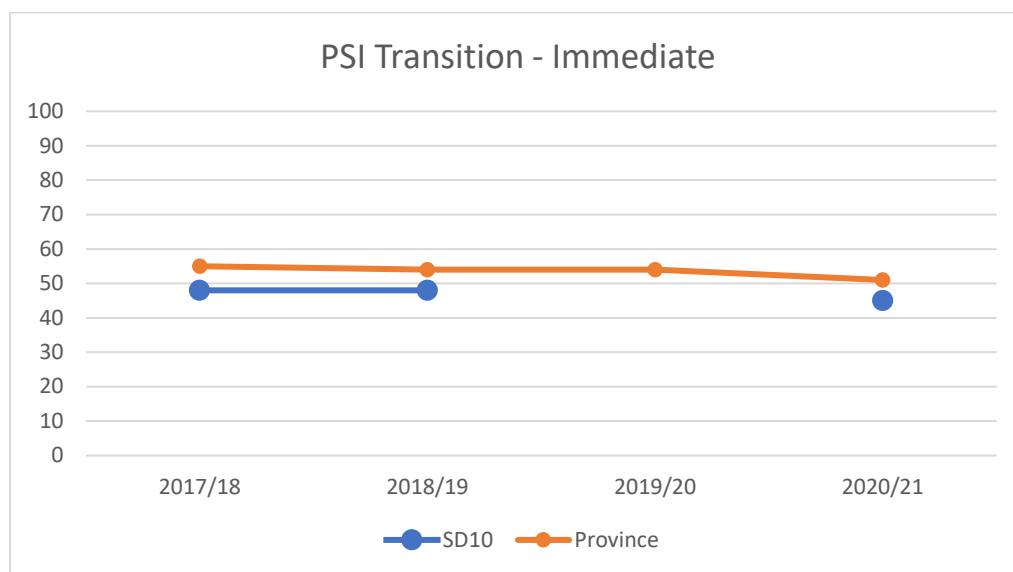
- Creation of an Experiential Learning program through our DL school is working for students in both secondary schools who are struggling to engage in school. This program uses outdoor education, Indigenous Elders, and community supports.
- Developing a blended learning model between our DL school and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



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.
- Have seen marked improvement over the past two graduating years in this area.
- 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. Have just received a grant for 8 ECE dual credit seats starting in 2024.
- Continue to provide students with information and opportunity to apply for scholarships and bursaries for PSIs.
- Have signed an MOU with Selkirk College to provide more dual credit opportunities with from 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

2021 – 2022

2022 - 2023

2023-2024

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

- 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

- 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

• 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	• Continue to learn and implement RULER strategies • Open Parachute online program • Access Freedom Quest for supports • District Harm Reduction Strategy with support of IHA – Admin, Staff, and Counsellors • Experiential Learning (REACH Program) through DL to support student engagement • Metal Health Outreach Coordinator to support out of school programming 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 • District Wellness Team formed
Assist school communities to recognize the value and worth that diversity adds to communities		
2021 – 2022	2022 - 2023	2023-2024
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 • 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.	• Inclusive education focus in all professional learning opportunities • Indigenous lens as well as other cultural vantage points in dealing with adverse situation • Continue with goals from our “Equity in Action” project to support Indigenous student success from a wellness lens • Continue to work with Sheldon Franken on teaching coping strategies (ACCEPTS model) and resiliency and infuse into curriculum • Move forward with Compassionate Systems awareness training and implementation. Regional Team.
<i>Continue to build upon SEL initiatives to assist schools in supporting a foundation of positive mental health through understanding and implementing Social Emotional Learning</i>		
2021 – 2022	2022 - 2023	2023-2024
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) • Peer Support program (NSS)

• 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	• Out of School Time programs • 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 and incorporate YDI this year
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Goal 2: Develop Mental and Physical Health Literacy

<i>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</i>		
2021 – 2022	2022 - 2023	2023-2024
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		
• 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	• Open Parachute online resource • Learning for Life Toolkit • RULER implementation at LESS, NSS, NES • Counsellors supporting classroom with Tier 1 interventions

• 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	• 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 • Development of a District Wellness Team (one representative from each school)
<i>Develop a common language around resilience and coping with adverse childhood experiences</i>		
2021 – 2022	2022 - 2023	2023-2024
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 District Wellness Team meeting • 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) with Sheldon Franken

Engage students, staff, families and community in the promotion of all aspects of health.		
2021 – 2022	2022 - 2023	2023-2024
Objectives		
1. Implement a variety of evidence/strategies/curriculum that promotes the development of social-emotional skills 2. Increase awareness and understanding of the importance of physical health and physical activity/literacy		
Strategies		
• 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 • 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 • HCSP partnership grant • Staff wellness initiatives • Student wellness (yoga, outdoor learning, CBEEN) • Parent information evenings • Community partnerships • Include Strong Start and Early Learning

SD10 Early Years Plan



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.

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.

We were inspired by:

*Richard Allington
Faye Brownlie
Adrienne Gear
Regie Routman
Jennifer Serravallo*

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.

Regie Routman

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.