



SCHOOL LEARNING PLAN
SCHOOL DISTRICT # 73 (KAMLOOPS – THOMPSON)

RL Clemitson Elementary

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School Vision

At RLC, we want all learners in our school community to be critical thinkers who solve problems empathetically, develop resilience and nurture creativity within themselves and others.

School Goals for 2017-2022

- Increase the number of students who are proficient or extending in numeracy by 10%
- Increase the number of students who are proficient or extending in reading by 10%.
- Increase the number of students by 20% who are able to identify 2 or more strategies to use when faced with a learning challenge.

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School Context

Our school is a community where people offer strength and support for each other and where opportunities for personal growth exist for everyone. It is a good place to learn, to work and to be. Our students and staff work together to support the core values and beliefs that we all live by to make RLC a great school.

Our purpose is to continue to implement the new Ministry Curriculum, focus on the six priorities of our district's Strategic Plan, integrate the First People's Principles of Learning, connect with our Aboriginal Enhancement Agreement and meet the changing needs of our students. We have identified three major learning goals. We continue to focus on these to help move teacher practice, and in turn, student learning forward, as we develop the needed competencies for learners in the 21st century.

RLC is a K - 7 school located in Barnhartvale on the South Shore. About 45% of our students walk or ride their bike regularly to school with the remainder arriving by car or school bus. At this time, we have 319 students in 15 divisions, a full time administrator shared with Westwold, a 0.5 FTE Librarian, a 0.454 Library Assistant, 1.4 FTE of LART time, 5 CEAs and 0.5 FTE for an Aboriginal Education Worker. We support a wide range of students with unique needs and take pride in the achievement of these students. Approximately 12% of our students are Aboriginal. Another 10% of the school population is designated as having special needs and the school works hard to ensure that all of our students receive the support they require.

School Community / Citizenship

At RLC, we believe that students are socially responsible citizens who participate actively in their school community. As adults, we model this through collaboration and engage students in positive and productive days at school and in the community. We work diligently to teach and re-teach our behaviour matrices to create a safe environment to support the academic and social success of all students. We also ensure that students have access to a variety of programs. At RLC, students are able to participate in Choir, Arts Performance Assemblies, Girls Groups, Boys Groups, Buddy Groups, Crochet Club, the Cooking Program and both Office and Lunch Monitoring programs. At a district level, students at RLC have the opportunity to participate in various activities like Science Fair, Sports Teams, Battle of the Books, Young Authors, Young Artists and Math Challenges.

Learning Partner Engagement Process

The school goals have an impact on everyone in the school community from the students in the classroom, to the teachers leading learning to parents who help bridge the gap between school and home. For this reason, everyone must be engaged in the process of learning. Engagement for each group will look different because they all have different roles to play but the first step is working together to formulate and communicate the goals. In order to accomplish this, the following strategies were used:

Students:

Staff:

Parents:

Class Discussions	Staff meetings discussions	PAC Meetings
Surveys	Pro-D Days	Surveys
	Surveys	Discussions
	BC Ed Plan Presentations	
	Assessment Development	
	Breakout Sessions (Grade Level)	

We also continue to keep all our partner groups up to date with our progress so that we move forward together. Here is a timeline of our progress through the plan for this school year:

- | | |
|----------------|---|
| September 2020 | <ul style="list-style-type: none"> ● Reviewed the School Learning Plan to date with staff with a focus on “Where is the learner going?”, “Where is the learner now?”, and “How to get there?”. ● Reviewed the School Learning Goals with PAC ● Staff engaged in PD on connecting the outdoors to literacy and numeracy ● NFRA Assessment |
| October 2020 | <ul style="list-style-type: none"> ● Staff reviewed “Culture of Continuous Learning” by Dylan William ● Shared “Culture of Continuous Learning” with PAC ● Developed a School Learning Plan Tool with staff ● Grade 3 - 7 teachers trained on the administrations of the District Numeracy Assessment ● DEWRS Survey ● Westwold and the SD73 Literacy completed a weeklong in school workshop / connection with the students and staff . |
| November 2020 | <ul style="list-style-type: none"> ● DNA Assessment ● Numeracy Lead Teachers attended a Numeracy Workshop ● Staff worked collaboratively to identify Number Sense Success Criteria and Assessments ● Grade 3 - 7 teachers engaged in collaborative marking and discussion of the results of the District Numeracy Assessment ● Shared School Learning Plan Tool with PAC ● Reviewed our SLP Planning Tool to identify Where we are going?, How am I doing? and Where to next and what data we will use? |
| December 2020 | <ul style="list-style-type: none"> ● Staff reviewed expectations for feedback on the January written report. ● All intermediate teachers participated in PD on how to use the data from the DNA ● Primary staff participated in workshops by Adrienne Gear |

- | | |
|---------------|---|
| January 2021 | <ul style="list-style-type: none"> ● Primary Teachers were released to meet and discuss numeracy priorities and finish a primary numeracy assessment ● Reviewed the DEWRS data with staff at a staff meeting ● Reviewed the DNA data as a staff and identified our first priority for learning: interpretation ● Received training in the Heggerty Phonemic Awareness program |
| February 2021 | <ul style="list-style-type: none"> ● Primary Teachers participated in Simbi training. Simbi is an online reading support program that is recommended by Adrienne Gear ● Intermediate teachers participated in a Riding for Focus program through Outride |
| March 2021 | <ul style="list-style-type: none"> ● Intermediate teachers completed the Intermediate Number Sense Assessment and are piloting it with the students ● Primary teachers met with the district coordinator regarding the Primary Number Sense Assessment |
| April 2021 | <ul style="list-style-type: none"> ● Intermediate teachers collaboratively marked and discussed the results of the Grade 3 - 7 District Numeracy Assessment |
| May 2021 | <ul style="list-style-type: none"> ● Received and Reviewed Feedback from District Coordinators regarding DNA student responses ● Established next steps for student interventions in Numeracy |
| June 2021 | <ul style="list-style-type: none"> ● Submitted our draft written SLP |

Goal 1: Improve numeracy and number sense skills by increasing the number of students who are proficient or extending on the District Numeracy Assessment (DNA) by 10%.

Rationale

At RLC, we are working to create a “Culture of Continuous Learning” as defined by Dylan William. As part of this culture, we are constantly reflecting on what we can do to improve the learning for our students. As numeracy is a foundational skill, we continuously work to develop our students skills to support them with their journey of lifelong learning.

Related District Strategic Plan Goal

- Ensure every student acquires strong foundational skills and core competencies
- Connect students to their passions and interests
- Honour the First People’s Principles of learning and Aboriginal worldview and perspectives

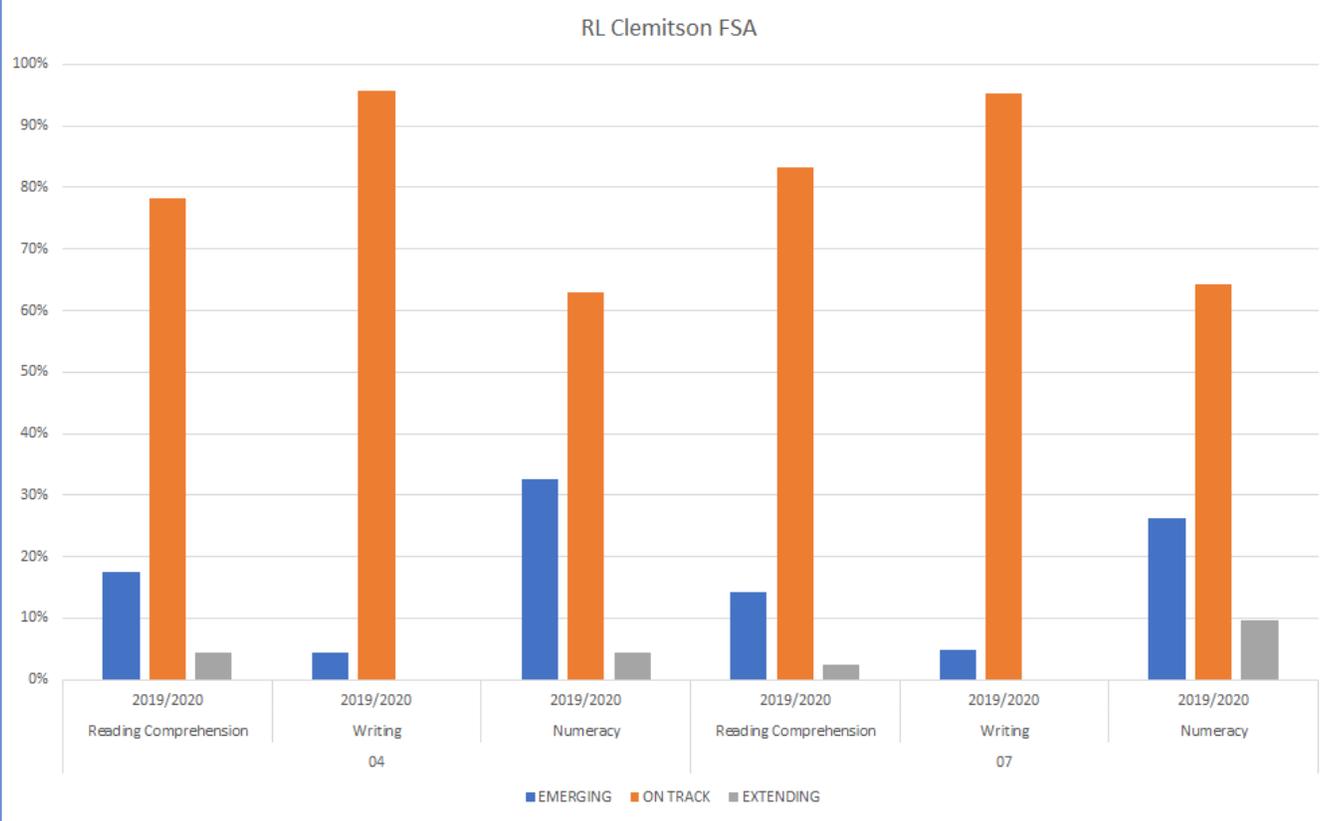
Where are we now?

Learning is a process that is scaffolded. This means that we must begin with where the learner is at in their understanding and then we build on this to reach our learning goals. To help us establish where the learner is now, we use assessments to identify school, cohort and individual learning needs.

At the school level, we use the Foundation Skills Assessment (FSA), the District Numeracy Assessment (DNA), our own school developed Number Sense Assessment (NSA) and individual student report cards.

Foundation Skills Assessment (FSA)

The FSA results allow us to look at the larger system and track student progress in grades 4 & 7. Our results show us that our students find numeracy more challenging than reading or writing. For this reason, numeracy has been a focus for us this year. The chart below shows the results for RLC for the 2019/2020 school year.



District Numeracy Assessment (DNA)

The DNA was developed at the school district level to identify how students are doing in numeracy in relation to interpreting, applying, solving, analysing and communicating their understanding. As part of our plan, we will use this assessment to identify areas in which we need to focus our instruction. In order to allow us to follow grade cohorts, all students in grades 3 - 7 will write this assessment. As this is the first year that we have introduced the DNA for grades 3-7, the data we have collected will provide us with a baseline to begin our work of improving numeracy skills in our learners. After reviewing our initial data, we will focus our support on interpreting and understanding the information presented in the numeracy questions. Although this is not where students scored the lowest, it is foundational to their ability to respond completely to the questions. Therefore, this is a natural starting point for our interventions.

	% OF STUDENTS PROFICIENT OR EXTENDING					
Grade Level	Interpret	Apply	Solve	Analyse	Communicate	Overall
3	53%	14%	18%	3%	3%	18%
4	32%	20%	31%	7%	23%	18%
5	35%	21%	35%	3%	19%	12%
6	17%	29%	46%	10%	17%	19%
7	32%	27%	65%	8%	24%	27%
All grades (Overall)	34%	22%	39%	6%	17%	19%

Number Sense Assessment (NSA)

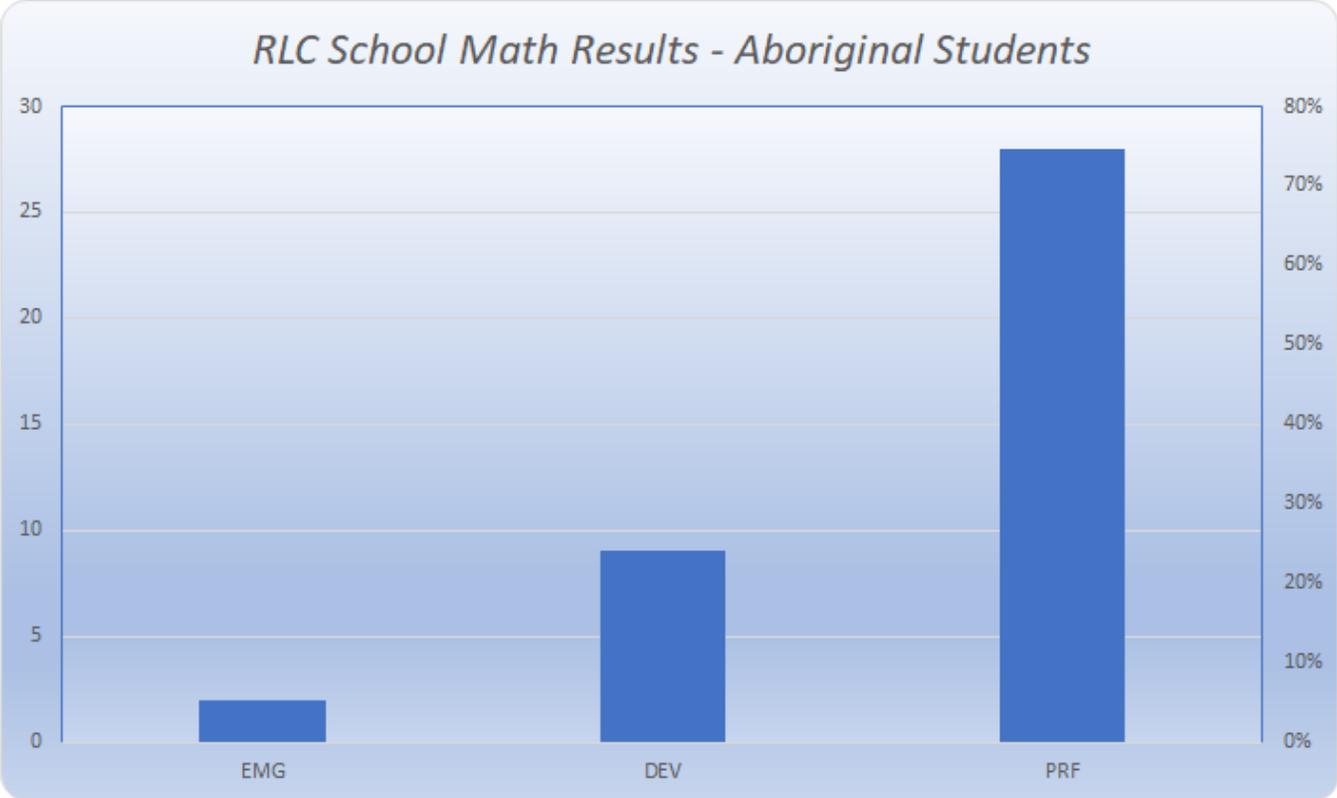
The Number Sense Assessment will focus on skills such as skip counting, addition and subtraction, ordering, fractions and multiplication and division. This assessment was developed through collaboration with our entire staff and will be written 3 times a year by all students in Kindergarten - Grade 7. This will allow us to follow the progress of individual students as they progress through the years. At this time, we are finalizing the assessment and working with the district numeracy coordinators to refine the assessment so that it shows us the information that we need to plan supports for our learners. The first data we collect in June 2021 will serve as our baseline data.

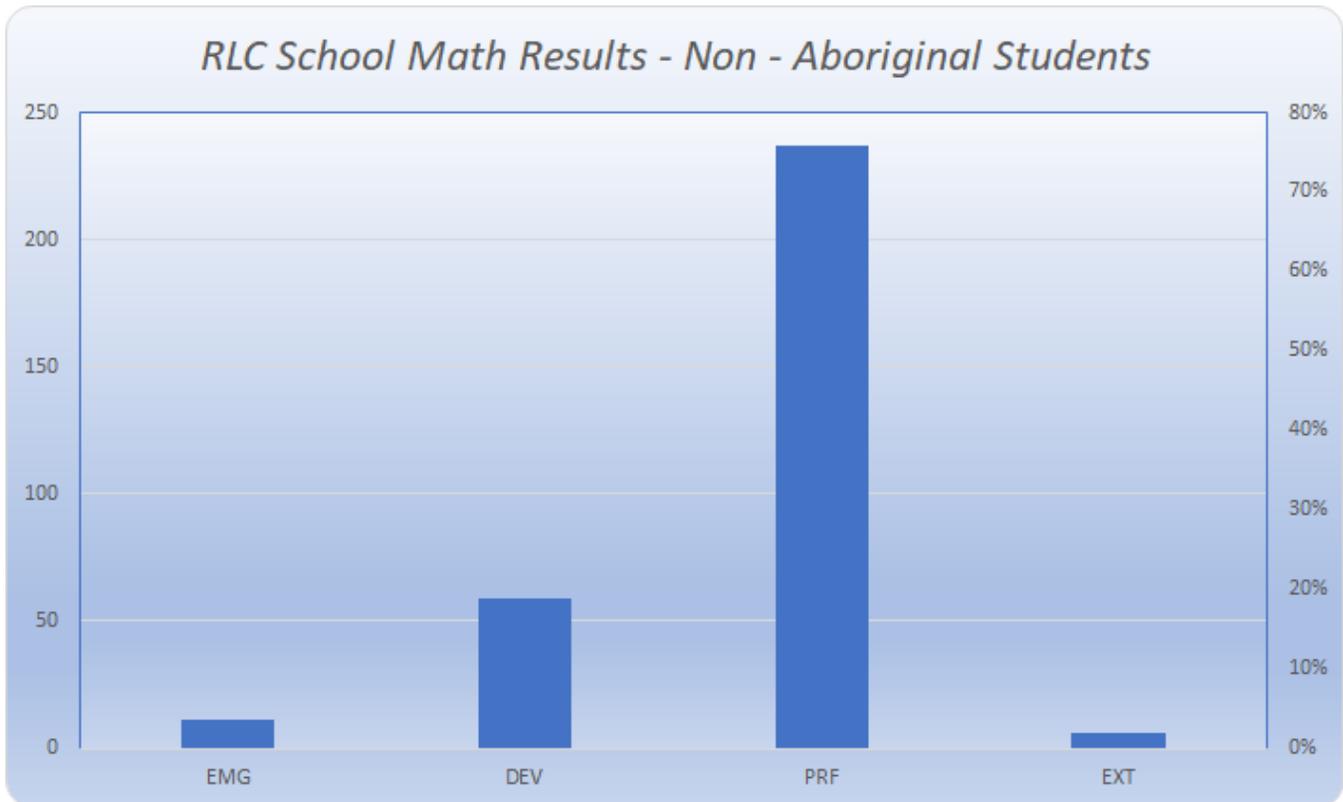
Report Cards

Report card assessment provides a well rounded assessment of a students progress as it provides a variety of opportunities for students to show their learning. In conjunction with the DNA and NSA, we are able to identify struggling learners who will need complex interventions to support their learning. This data provides us with the names of the students that will receive direct interventions with and from the Learning Assistance Teacher, our Certified Educational Assistants and our Aboriginal Education Worker . We use this data as a School Based Team to meet and create an individualized plan of support. In the table below, you can see the type of data we can collect which includes the students grade, report card level and name. However, names have been omitted to protect student privacy.

Count of TermMark	Column Labels						
Row Labels	MMA--01	MMA--03	MMA--04	MMA--05	MMA--06	MMA--07	Grand Total
EMG	1	4	1	3	2	1	12

The report card data also allows us to see and compare how groups of students are doing. We can view and compare data for our girls / boys, aboriginal / non-aboriginal and special education / non special education students. By looking at the charts below, we can see that our aboriginal students are close, within 5 percentage points, but not yet at parity when comparing report card data in Math.





Finally, the report card data allows us to identify the number of students who are proficient or extending in Math. Currently, this represents 77% of our student population. As we track this data of how our students are doing in Math, we will be able to see in a general sense how our strategies to improve math in the building are impacting our students.

Where are we going?

In Numeracy, our goal is to increase by 10% the number of students who are either proficient or extending in Numeracy. Based on the data we have collected to date, we will focus more specifically on increasing the number of students who are proficient or extending on the “Interpret” section of the District Numeracy Assessment by 10%. This will more accurately reflect the results of our interventions.

We would also expect an overall increase in the number of students who are proficient or extending on the District Numeracy Assessment and on their report cards in Math.

We will also continue to work towards achieving parity between our aboriginal and non-aboriginal learners.

How do we close the gap?

In order to close the gap, it is essential that we create a culture where collective efficacy is celebrated. It is essential that we identify areas of growth and be explicit about what success looks like in Numeracy. At RLC, we have adopted a collaborative approach where staff meeting time, Professional Development

time and release time for teachers is used to engage in the collective efficacy learning cycle. Our purpose is to use the data to identify areas where we can expect to see the biggest improvement. During this process, it is important to access the knowledge and skills of district personnel to guide our interventions including the District Principal for Information Management and Analytics and the District Numeracy Coordinators.

This process has led us to create a new assessment tool that identifies clear targets for each of our grade levels. This tool was created in collaboration with all staff and with feedback from the District Numeracy Coordinators. With this information, not only have we all agreed upon what students will need to be able to do to be successful but we will also develop targeted interventions at the classroom level and the individual student level once we understand where targeted interventions are needed.

The data from the District Numeracy Assessment has shown us that students are struggling. Therefore, we met with the numeracy coordinators to review our District Numeracy Assessment results together in more detail. We learned a couple of important tips to support us moving forward. One, we want to allow students to use not only numbers but numeracy language like “greater than” or “less than” when completing the assessment. We did not always take this into account and therefore gave lower results than would be expected. We need to adjust our own marking of the assessment to be more consistent with district expectations. Two, students can work through the steps in any order. In fact, we will be teaching students to start at step 3 “solve” and then return to the other five steps to verify that their solution makes sense. This will encourage more natural problem solving and allow the students to show us what they know rather than see them struggle with the process and be distracted from showing their numeracy understanding.

Specific Inclusion Support Frameworks

Although we have processes in place to look at the larger student population to assess how all students are doing, it is important to have processes in place to support at risk student populations. At RLC, we use our school data to identify struggling students three times a year within the following student populations: Aboriginal students, Continuing Care Order students and Inclusive Education students.

Aboriginal Education Students

In order to ensure timely and appropriate interventions for our Aboriginal learners, the Aboriginal Education Worker, the Learning Assistance Teacher, the classroom teacher and the school Principal work closely together to identify students needing support. This is done by regularly looking at our data to identify how our Aboriginal learners are doing in Numeracy and developing individualized plans with input from the parents for each student where there is a need.

Continuing Care Order Students

In order to ensure timely and appropriate interventions for our Continuing Care Order students, the Aboriginal Education Worker (if an aboriginal student is involved), the Learning Assistance Teacher, the classroom teacher and the school Principal work closely together to identify students needing support. This is done by regularly looking at our data to identify how our Continuing Care Order students are doing in Numeracy and developing individualized plans for each student with input from the Social Worker and Foster Family where there is a need.

Inclusive Education Students

In order to ensure timely and appropriate interventions for our Special Education students, the Learning Assistance Teacher, the classroom teacher, the parent and the school Principal work closely together to

identify students' needs. This is done by regularly looking at our data to identify how our learners are doing in Numeracy and developing individualized plans for each student.

Theory of Action

If we...

- Prioritize the Collective Efficacy Learning Cycle : analyze data together, identify common challenges, identify issues, be open to a variety of learning opportunities, create safe practice environments and use formative assessment
- Access the expertise of the District Principal for Information Management and Analytics and the District Numeracy Coordinators
- explicitly inform both staff and students what successful impact looks like from the outset

then we will observe...

- an increase in the percentage of students that are proficient or extending in Numeracy on the District Numeracy Assessment, the Number Sense Assessment and their report cards.

Response to Learners Not Meeting Desired Outcomes

When a student is identified that requires additional support academically or behaviourally, we will:

- Ensure parents are aware of any difficulties the student is experiencing. The first conversation needs to be between you and the parents even if you know that the previous teacher had several conversations with the parents (new teacher – different expectations). If you know that this is new to the parents, invite them to school to have a face to face conversation. These can be informal meetings, or conversations by agenda, by email, or by phone.
- Speak with the child's teacher from last year and refer to the student's file.
- Initiate a conversation with one of the LARTs in a private setting about the challenges the student is having and ask her/him to put the student's name forward for a SBTM if no solutions were found from that conversation. A School Based Team Meeting schedule is available in the online school calendar. The LART team and Administrators will be attending these meetings. Classroom teachers are required to attend this meeting to surface additional strategies for use in the classroom. Parents may also be invited to SBTM.
- Fill out the School-Based Team Referral form prior to the meeting with the school team (forms are by the photocopier in the office).
- Keep the parents informed of any continued issues during that process.
- Try the strategies and collect the data recommended by the Internal SBTM.
- If the child continues to experience difficulties, please speak with the LART about attending the External SBTM to ask for recommendations from the external SD73 consultants who work with our school team.

Goal 2: Improve reading literacy skills by increasing the number of students who are proficient or extending on the Non-Fiction Reading Assessment by 20%.

Rationale

At RLC, we are working to create a “Culture of Continuous Learning” as defined by Dylan William. As part of this culture, we are constantly reflecting on what we can do to improve the learning for our students. As literacy is a foundational skill, we continuously work to develop our students skills to

support them with their journey of lifelong learning. Our focus will be on reading as the data from the Foundation Skills Assessment indicates that we are stronger in writing where 96% of students are On Track than we are in reading where 83.5% of students are On Track.

Related District Strategic Plan Goal

- Ensure every student acquires strong foundational skills and core competencies
- Connect students to their passions and interests
- Honour the First People’s Principles of learning and Aboriginal worldview and perspectives

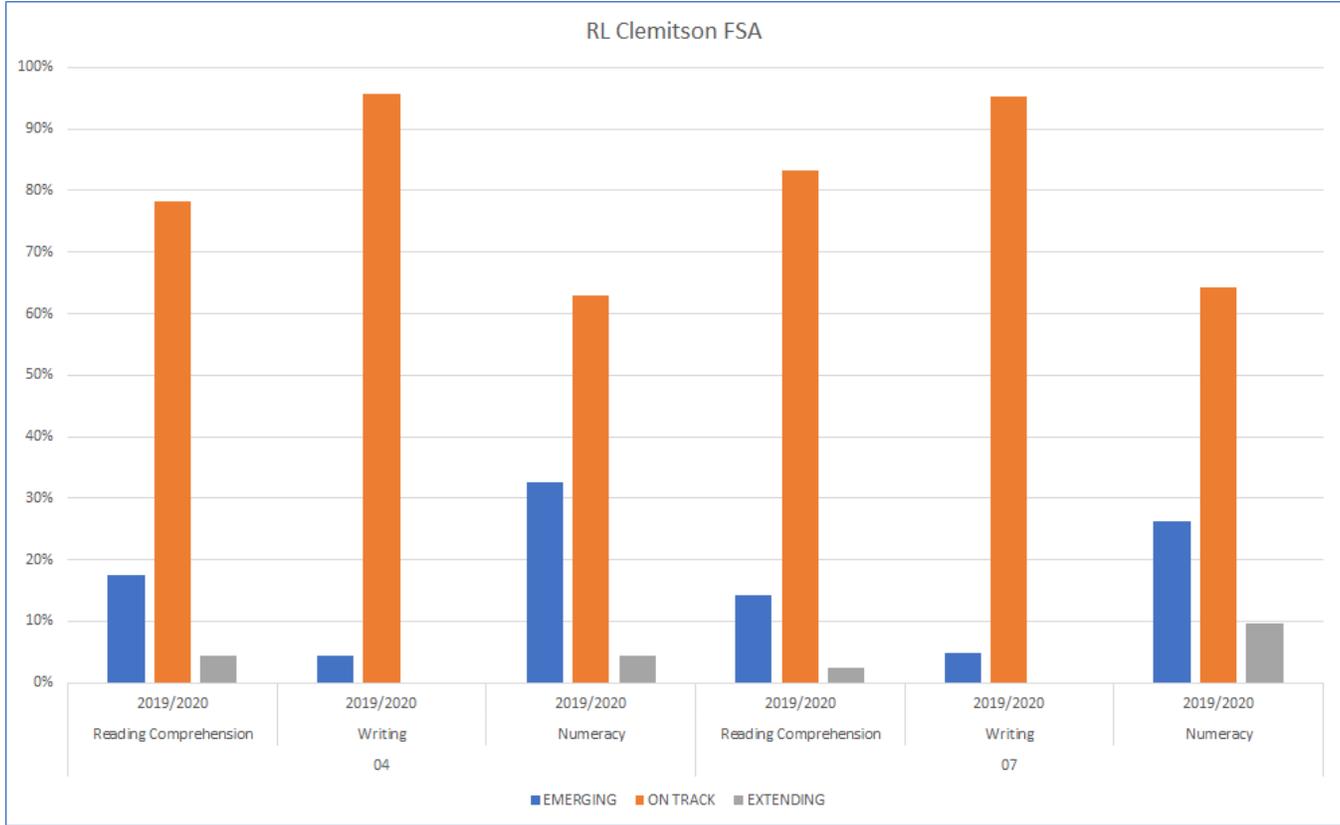
Where are we now?

Learning is a process that is scaffolded. This means that we must begin with where the learner is at in their understanding and then we build on this to reach our learning goals. To help us establish where the learner is now, we use assessments to identify school, cohort and individual learning needs.

At the school level, we use the Foundation Skills Assessment (FSA), the Non-Fiction Reading Assessment (NFRA), the Primary Reading Assessment (PRA) and individual student report cards.

Foundation Skills Assessment (FSA)

The FSA results allow us to look at the larger system and track student progress in grades 4 & 7. Our results show us that our students are more successful in writing than reading. For this reason, reading has been a focus for us this year. The chart below shows the results for RLC for the 2019/2020 school year.



Non-Fiction Reading Assessment (NFRA)

The NFRA was developed at the school district level to identify how students in grades 4 - 7 are doing in reading in relation to determining importance, extracting information from text features, vocabulary, inferring, and critical analysis. As part of our plan, we will use this assessment to identify areas in which we need to focus our instruction. In order to allow us to follow grade cohorts, all students in grades 4 - 7 will write this assessment. After reviewing our data, we will focus our support on improving students' vocabulary as we see a connection not only with literacy but with numeracy where students are at times struggling with the vocabulary on both the DNA and FSA assessments. Although this is not where students scored the lowest, it is an area that impacts both foundational skill areas.

	% OF STUDENTS PROFICIENT OR EXTENDING					
Grade Level	Determining Importance	Extracting Information	Vocabulary	Inferring	Critical Analysis	Overall
4	18%	46%	14%	41%	5%	7%
5	46%	72%	5%	7%	7%	9%
6	46%	44%	23%	37%	34%	33%
7	33%	58%	33%	11%	19%	19%
All grades (Overall)	36%	55%	19%	24%	16%	17%

In order to check in with our students and the progress they are making in reading, we want to follow a group of students as they move from grade to grade. Our goal is to see students improve from year.

NFRA	RLC	% Proficient and Extending		
Year	Gr 4	Gr 5	Gr 6	Gr 7
2017	18%	7%	30%	43%
2018	10%	27%	41%	31%
2019	2%	30%	30%	35%
2020	7%	9%	33%	17%

The above table shows that our students are generally improving from year to year with some exceptions. This is an area where we will need to work to ensure consistent improvement to increase the number of students who are proficient or extending on the assessment.

Finally, the NFRA data shows that in reading there exists a disparity between our aboriginal and non-aboriginal students and between our Special Education students and all students.

NFRA	RLC	% Proficient and Extending
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2020	Gr 4	Gr 5	Gr 6	Gr 7
All Students	7%	9%	32%	19%
Boys	8%	10%	33%	11%
Girls	6%	9%	30%	28%
Aboriginal	0%	0%	33%	0%
Non-Aboriginal	8%	10%	32%	21%
SPED	0%	33%	14%	0%

Primary Reading Assessment (PRA)

The Primary Reading Assessment focuses on not only reading fluency but also understanding. All students in grades 1 - 3 write the assessment which allows us to follow individual students and grade cohorts as they progress. In the table below, we see there is some inconsistency in the percentage of students that are proficient or extending when we follow the grade cohorts as they move up in grade. This will be one of the topics we investigate as a staff to understand what is happening and work to improve the student scores.

PRA	RLC	% Fully Meeting and Exceeding	
Year	Gr 1	Gr 2	Gr 3
2016	76%	97%	95%
2017	73%	85%	86%
2018	74%	84%	93%
2019	91%	53%	73%

When we break down the data from our most recent data set in 2019. We see that both our boys and our aboriginal students generally do not score as high as the average student population. Although the boys are catching up in the intermediate grades on the NFRA, the gap still exists when we look at report card results in Language Arts. For our aboriginal students, the gap exists when we look at the NFRA results and report card results.

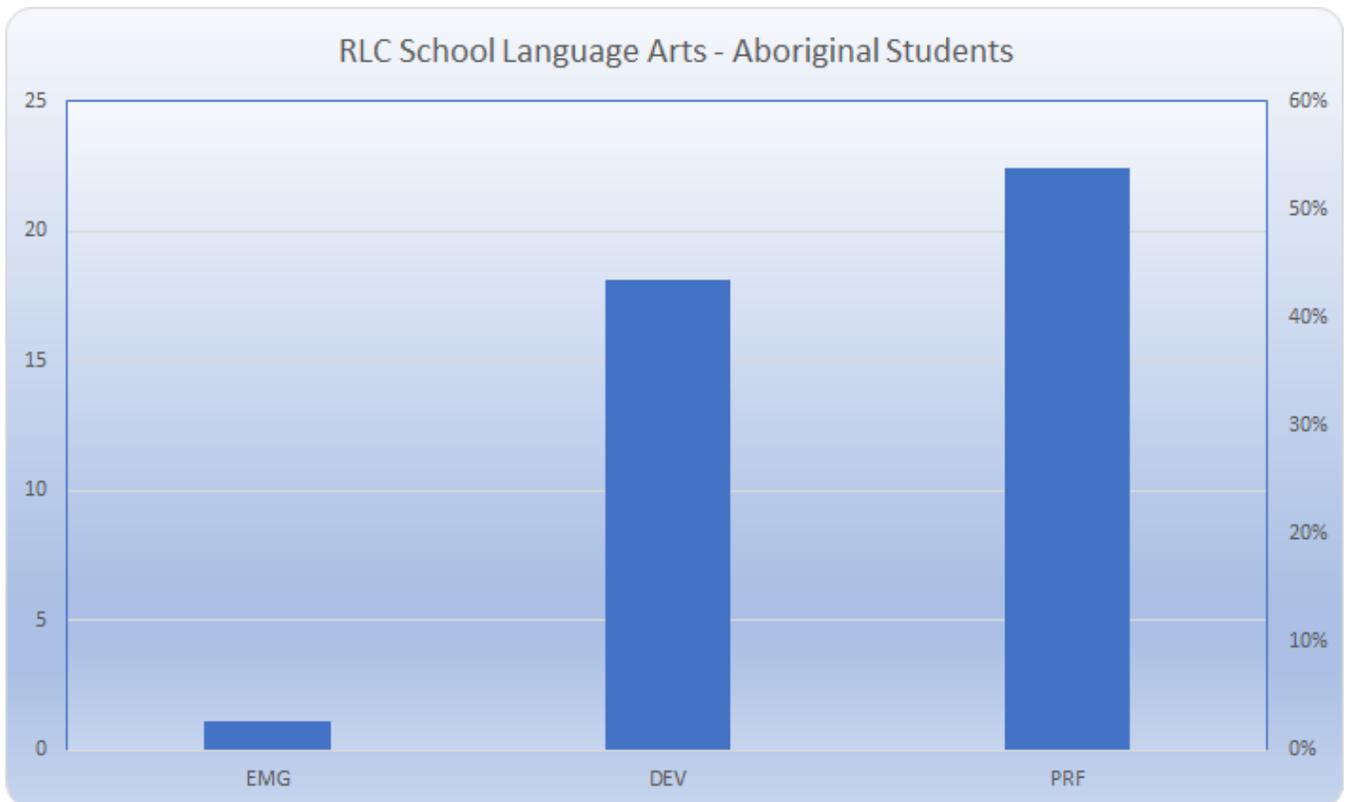
PRA 2019	RLC	% Fully Meeting and Exceeding		
June 2019	Gr 1	Gr 2	Gr 3	Overall
All Students	91%	53%	73%	69%
Boys	100%	48%	68%	64%
Girls	85%	62%	76%	74%
Aboriginal	67%	20%	60%	46%
Non Aboriginal	95%	57%	74%	72%

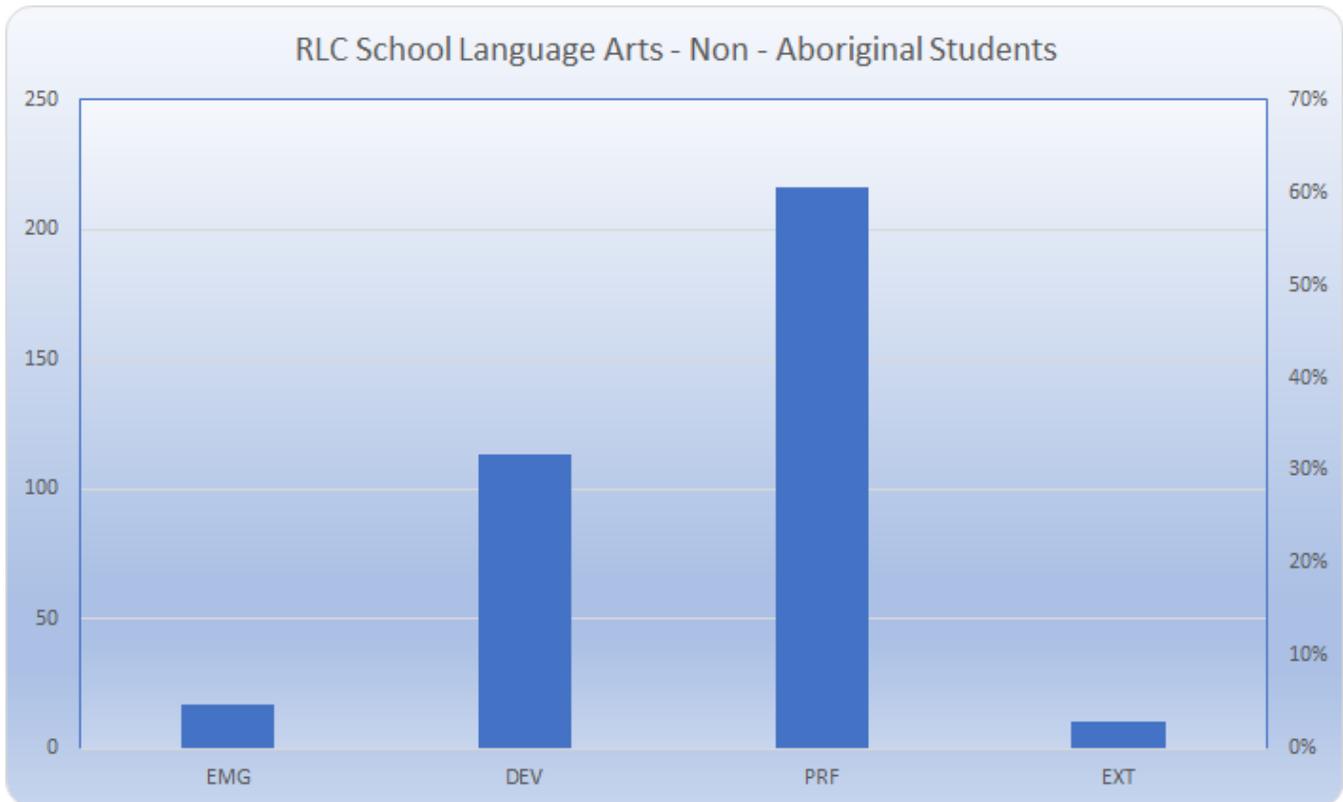
Report Cards

Report card assessment provides a well rounded assessment of a students progress as it provides a variety of opportunities for students to show their learning. In conjunction with the NFRA and PRA, we are able to identify struggling learners who will need complex interventions to support their learning. This data provides us with the names of the students that will receive direct interventions with and from the Learning Assistance Teacher, our Certified Educational Assistants and our Aboriginal Education Worker . We use this data as a School Based Team to meet and create an individualized plan of support. In the table below, you can see the type of data we can collect which includes the students grade, report card level and name. However, names have been omitted to protect student privacy.

Row Labels	MEN--01	MEN--02	MEN--03	MEN--04	MEN--05	MEN--06	MEN--07	Grand Total
EMG	4	1	3	1	1	3	2	15

The report card data also allows us to see and compare how groups of students are doing. We can view and compare data for our girls / boys, aboriginal / non-aboriginal and special education / non special education students. By looking at the charts below, we can see that less of our aboriginal students are emerging as compared to our non-aboriginal students and we also have fewer that are proficient and extending. We will continue to work towards parity when comparing report card data in Language Arts..





Finally, the report card data allows us to identify the number of students who are proficient or extending in Language Arts. Currently, this represents 64% of our student population. As we track this data of how our students are doing in Language Arts, we will be able to see in a general sense how our strategies to improve Language Arts in the building are impacting our students.

Where are we going?

In Language Arts, our goal is to increase by 10% the number of students who are either proficient or extending in Language Arts. Based on the data we have collected to date, we will focus more specifically on increasing the number of students who are proficient or extending on the “Vocabulary” section of the NFRA by 10%. This will more accurately reflect the results of our interventions. We will also focus on identifying why there is inconsistency on PRA results as we follow a grade cohort from year to year.

We would also expect an overall increase in the number of students who are proficient or extending on the NFRA and on their report cards in Language Arts as a result of the specific interventions with expanding students’ vocabulary.

We will also continue to work towards achieving parity between our aboriginal and non-aboriginal learners.

How do we close the gap?

In order to close the gap, it is essential that we create a culture where collective efficacy is celebrated. It is essential that we identify areas of growth and be explicit about what success looks like in Language Arts. At RLC, we have adopted a collaborative approach where staff meeting time, Professional Development time and release time for teachers is used to engage in the collective efficacy learning cycle. Our purpose is to use the data to identify areas where we can expect to see the biggest improvement. During this process, it is important to access the knowledge and skills of district personnel to guide our interventions including the District Principal for Information Management and Analytics and the District Literacy Coordinators.

We know that early interventions are critical to a student's success. For this reason, we have focused on primary interventions at the classroom level and the individual level. At the classroom level, we have introduced the Heggerty Phonemic Awareness program for Kindergarten to grade. Our primary staff are also using classroom strategies by Adrienne Gear to guide their Language Arts activities and attended one of her workshops this year. A few of our primary teachers are also introducing Simbi.io to their students. Simbi.io is a website that supports reading that is supported and used by Adrienne Gear.

The data from the NFRA has shown us that students struggle with vocabulary. Our next steps are to work with the district coordinators to identify classroom and individual interventions to support our students in this specific area.

Specific Inclusion Support Frameworks

Although we have processes in place to look at the larger student population to assess how all students are doing, it is important to have processes in place to support at risk student populations. At RLC, we use our school data to identify struggling students three times a year within the following student populations: Aboriginal students, Continuing Care Order students and Inclusive Education students.

Aboriginal Education Students

In order to ensure timely and appropriate interventions for our Aboriginal learners, the Aboriginal Education Worker, the Learning Assistance Teacher, the classroom teacher and the school Principal work closely together to identify students needing support. This is done by regularly looking at our data to identify how our Aboriginal learners are doing in Language Arts and developing individualized plans with input from the parents for each student where there is a need.

Continuing Care Order Students

In order to ensure timely and appropriate interventions for our Continuing Care Order students, the Aboriginal Education Worker (if an aboriginal student is involved), the Learning Assistance Teacher, the classroom teacher and the school Principal work closely together to identify students needing support. This is done by regularly looking at our data to identify how our Continuing Care Order students are doing in Language Arts and developing individualized plans for each student with input from the Social Worker and Foster Family where there is a need.

Inclusive Education Students

In order to ensure timely and appropriate interventions for our Special Education students, the Learning Assistance Teacher, the classroom teacher, the parent and the school Principal work closely together to identify students' needs. This is done by regularly looking at our data to identify how our learners are doing in Language Arts and developing individualized plans for each student.

Theory of Action

If we...

- Prioritize the Collective Efficacy Learning Cycle : analyze data together, identify common challenges, identify issues, be open to a variety of learning opportunities, create safe practice environments and use formative assessment
- Access the expertise of the District Principal for Information Management and Analytics and the District Literacy Coordinators
- explicitly inform both staff and students what successful impact looks like from the outset

then we will observe...

- an increase in the percentage of students that are proficient or extending in Language Arts on the NFRA, the PRA and their report cards.

Response to Learners Not Meeting Desired Outcomes

When a student is identified that requires additional support academically or behaviourally, we will:

- Ensure parents are aware of any difficulties the student is experiencing. The first conversation needs to be between you and the parents even if you know that the previous teacher had several conversations with the parents (new teacher – different expectations). If you know that this is new to the parents, invite them to school to have a face to face conversation. These can be informal meetings, or conversations by agenda, by email, or by phone.
- Speak with the child's teacher from last year and refer to the student's file.
- Initiate a conversation with one of the LARTs in a private setting about the challenges the student is having and ask her/him to put the student's name forward for a SBTM if no solutions were found from that conversation. A School Based Team Meeting schedule is available in the online school calendar. The LART team and Administrators will be attending these meetings. Classroom teachers are required to attend this meeting to surface additional strategies for use in the classroom. Parents may also be invited to SBTM.
- Fill out the School-Based Team Referral form prior to the meeting with the school team (forms are by the photocopier in the office).
- Keep the parents informed of any continued issues during that process.
- Try the strategies and collect the data recommended by the Internal SBTM.
- If the child continues to experience difficulties, please speak with the LART about attending the External SBTM to ask for recommendations from the external SD73 consultants who work with our school team.

Goal 3: Increase the number of students by 20% who are able to identify 2 or more strategies to use when faced with a learning challenge.

Rationale

At RLC, we are working to create a “Culture of Continuous Learning” as defined by Dylan William. As part of this culture, we are constantly reflecting on what we can do to improve the learning for our students. Resiliency is an essential component of learning and we want our students to be able to identify multiple strategies they can use to get past obstacles to their learning. We also want to increase our students' sense of belonging at the school as this is an essential part of resiliency according to the

research by Dr. Martin Brokenleg, a psychologist and author in the fields of trauma, resilience, and Native American studies.

Related District Strategic Plan Goal

- Ensure every student acquires strong foundational skills and core competencies
- Connect students to their passions and interests
- Honour the First People’s Principles of learning and Aboriginal worldview and perspectives

Where are we now?

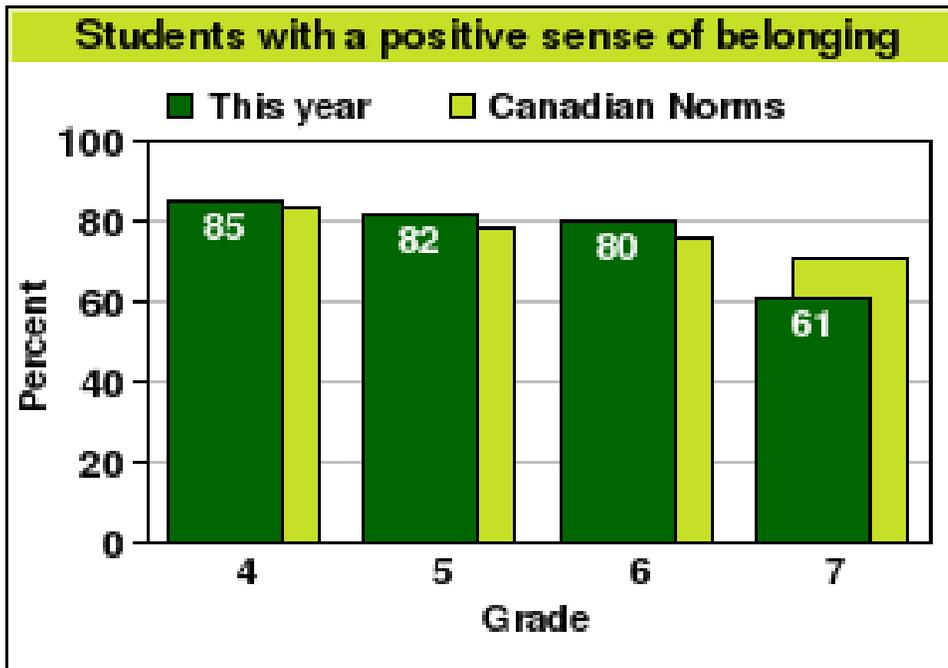
One of the first steps in improving resilience in our students was to identify what it looks like in our students. It is important that our students be able to identify and use a variety of strategies when they become “stuck” in their learning. We also know that they need to feel safe and welcome to be able to implement and try new strategies. For this reason, we will use the District Emotional, Well-Being and Resilience Survey (DEWRS) to track how many strategies our students can identify to support themselves and the Student Learning Survey (SLS) to track our students' sense of belonging.

District Emotional, Well-Being and Resilience Survey (DEWRS)

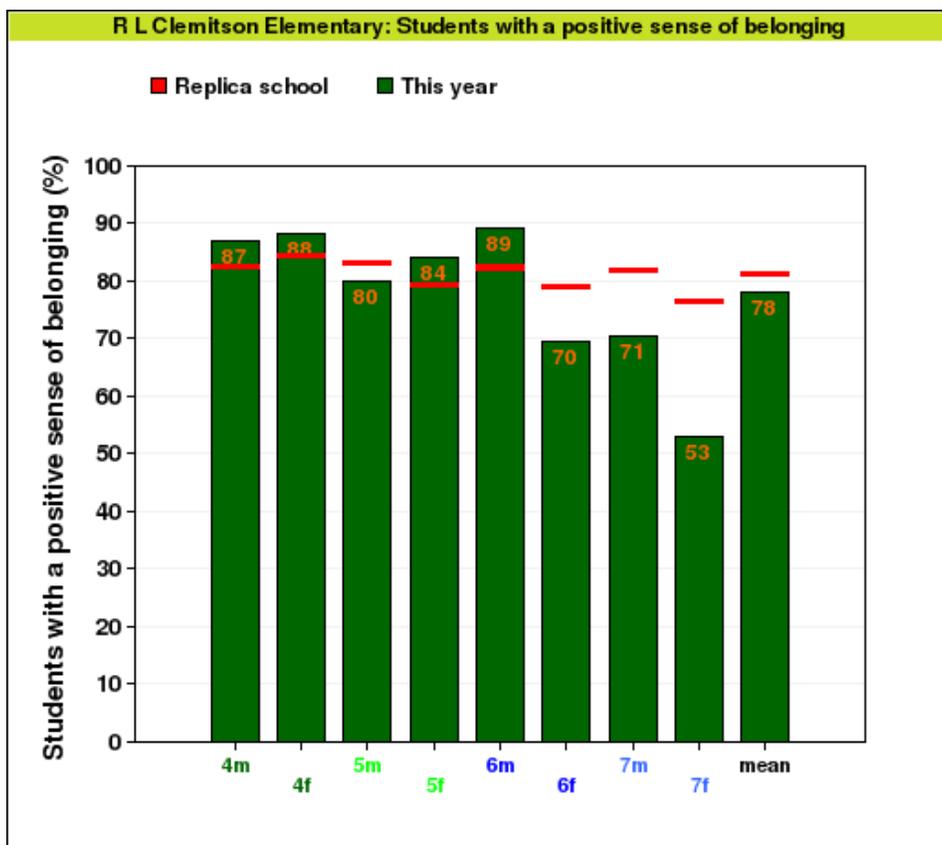
The DEWRS is an assessment that is administered twice a year. It consists of a series of multiple choice questions and a couple of long answer questions that allow us to delve deeper into how our students are feeling about school and learning.

When it comes to resilience, we asked our students to identify what strategies they use when they run into difficulties with school work. All students were able to answer this question with 98% of students sharing they would ask either the teacher or a friend. However, we want our students to be able to identify other strategies that could help their learning.

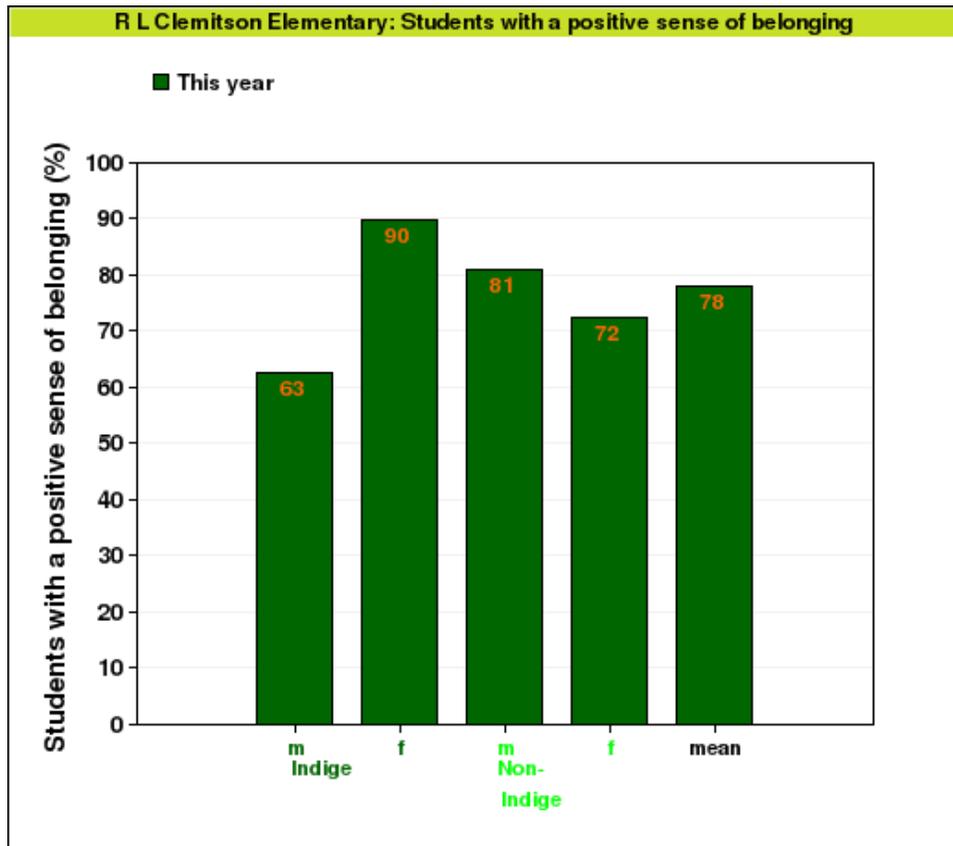
When we look at how students identified whether they felt like they belonged to the school, we see that there is a strong sense of belonging that decreases over time with the lowest sense of belonging within our grade 7 cohort.



When we dig a little deeper, we see that it is our girls whose sense of belonging decreases the most particularly in grade 6 and 7.



We also see that although our aboriginal girls have a higher sense of belonging than our non-aboriginal girls, our aboriginal boys sense of belonging is lower.



Student Learning Survey (SLS)

The SLS is given to all students in grades 4 and 7 and measures many factors in academic achievement, social-emotional development, and physical and health awareness. It also surveys students’ sense of belonging. The SLS shows that 52% of students at RLC feel a sense of belonging all of the time or many times while 61% of our aboriginal students feel a sense of belonging all of the time or many times.

The survey also shows that 62% of our girls feel a sense of belonging all of the time or many times while 43% of our boys feel a sense of belonging all of the time or many times.

Where are we going?

Our goal is to increase the number of strategies that students can identify to help them problem solve by 20% and we also want to create a safe and welcoming learning environment where students feel they can try and fail without recrimination. We will use the DEWRS to track how many strategies our students can identify and would like the number of students who can identify two or more strategies other than ask the teacher from 2% to 22%.

We also want to ensure that we increase the number of students who feel they belong at RLC and safe to try new learning strategies. For this, we will focus our attention on our grade 7 students who are struggling the most connecting to the school and our goal will be to increase their sense of belonging by 10%. We would then expect an overall increase in the sense of belonging on both the DEWRS and SLS.

How do we close the gap?

In order to achieve our goals, we are working as a staff to set clear learning intentions so that we, both students and staff, understand what we wish to achieve. Our first step is explicit teaching in classrooms of the list of strategies that students can use when they become stuck with their learning. We will also make sure that the strategies are posted in classrooms for students to see. Our next step will be to look at the work by Zaretta Hammond and John Hattie around striving for challenge rather than doing ones best. We will also use the “Learning Pit” model with students.

We will also continue to support our leadership program to run school wide activities that are inclusive and supportive of developing a sense of community and belonging. As the leadership group is comprised of all our grade 7 students, we will also speak with them to better understand why their sense of belonging decreases over time.

Through collective efficacy, we will move forward as a school community.

Specific Inclusion Support Frameworks

In order to be successful in creating an inclusive and welcoming environment, we will be purposeful in the work we do to reach out to all our students which includes a UDL approach to planning activities and lessons

Aboriginal Education Students

We work closely as a team to infuse Aboriginal ways of learning. The Aboriginal Education Worker works with classroom teachers to provide lessons and opportunities for all students to experience and learn about Aboriginal culture and ways of doing. Guests regularly attend the school to share their expertise and knowledge. There are two designated areas in the hallways to share student work. The Secwepemc Beliefs for Good Living are integrated and shared during morning announcements. We also reach out to our Aboriginal students to offer both a Girl’s Group and a Boy’s Group to further support the learning and connectedness of our Aboriginal students. Finally, we are indigenizing our school with signage in Secwépemcstín and by including Aboriginal Art and ways of doing in our library learning commons too. Our goal is to ensure that our Aboriginal students see themselves represented in the school culture and community.

Continuing Care Order Students

In order to ensure timely and appropriate interventions for our Continuing Care Order students, the Aboriginal Education Worker (if an aboriginal student is involved), the Learning Assistance Teacher, the classroom teacher, the school Principal, the Social Worker and the Foster Family work closely together to reach out to students who need support. Supports can include counselling, time with a trusted adult, and support in participating in extracurricular activities.

Inclusive Education Students

Our goal as an inclusive education department is to ensure students who need extra support are included in all classrooms activities. Our classroom teachers, LART teacher, Aboriginal Education Worker and Certified Education Workers work with students in the classroom to find entry points for all learners to participate in the lesson and follow up activities. As we believe in working with students in classrooms, we minimize the amount of pullout support that we offer.

Theory of Action

If we...

- Prioritize the Collective Efficacy Learning Cycle : analyze data together, identify common challenges, identify issues, be open to a variety of learning opportunities, create safe practice environments and use formative assessment
- explicitly inform both staff and students what successful impact looks like from the outset

then we will observe...

- an increase in the percentage of students that can identify two or more strategies to support their learning and an increase in the sense of belonging on the DEWRS and SLS.

Response to Learners Not Meeting Desired Outcomes

When a student is identified that requires additional support academically or behaviourally, we will:

- Ensure parents are aware of any difficulties the student is experiencing. The first conversation needs to be between you and the parents even if you know that the previous teacher had several conversations with the parents (new teacher – different expectations). If you know that this is new to the parents, invite them to school to have a face to face conversation. These can be informal meetings, or conversations by agenda, by email, or by phone.
- Speak with the child's teacher from last year and refer to the student's file.
- Initiate a conversation with one of the LARTs in a private setting about the challenges the student is having and ask her/him to put the student's name forward for a SBTM if no solutions were found from that conversation. A School Based Team Meeting schedule is available in the online school calendar. The LART team and Administrators will be attending these meetings. Classroom teachers are required to attend this meeting to surface additional strategies for use in the classroom. Parents may also be invited to SBTM.
- Fill out the School-Based Team Referral form prior to the meeting with the school team (forms are by the photocopier in the office).
- Keep the parents informed of any continued issues during that process.
- Try the strategies and collect the data recommended by the Internal SBTM.
- If the child continues to experience difficulties, please speak with the LART about attending the External SBTM to ask for recommendations from the external SD73 consultants who work with our school team.

Link to the Aboriginal Enhancement Agreement

In order to support our understanding of the learning opportunities for all that are reflective of The First Peoples Principles of Learning and Aboriginal Perspective, we will use the results from both the DEWRS survey and the School Learning Survey. The DEWRS survey shows us that 75% of our students strongly agree or agree that *"I am learning about Aboriginal people in our area and in Canada."* The School Learning Survey shows us that 62% of students are being taught about local First Nations Sometimes or Many Times while 77% of students are learning about First Peoples at school Sometimes or Most of the Time. We will continue our work on integrating Aboriginal learning and culture into our school through the different areas of the Aboriginal Enhancement Agreement in the following ways:

Student Success

*Increase the educational success of all Aboriginal students;
Increase the sense of identity, belonging, and pride in all Aboriginal students*

Staff integrate the First Peoples Principles of Learning and Aboriginal learning strategies including opportunities for holistic approaches to problems, small group work and oral sharing strategies to engage Aboriginal and Non-Aboriginal learners in the classroom. With the support of the library, Aboriginal books and stories are prominently displayed and used. Aboriginal themed content is also used in the classroom with the support of the Aboriginal Education Worker and guest speakers such as Bernice Jensen, Lyle Big Horse Sorel and Kenthen Thomas.

Language & Culture

Increase the awareness and understanding of Aboriginal culture, traditions, languages, historical and contemporary contributions for all students and staff.

With the support of the Aboriginal Education Worker and guest speakers like Bernice Jensen and parents and grand-parents of Aboriginal students, cultural presentations are integrated into lesson plans and units. Our Culture Club and the Girls' and Boys' groups also support the increased awareness and understanding of Aboriginal culture, traditions and languages. The Day of Suwewtwecw is another opportunity to share First People's Principles of Learning and Aboriginal Worldviews with the entire school community.

District & School Culture

Increase Aboriginal Students' sense of belonging including sense of place, personal and cultural identity, and self-esteem in a caring safe inclusive environment.

We will continue to increase the Aboriginal presence in the school with increased signage and the continued use of a display area specifically for the use of the Aboriginal Education Worker who will rotate the display with student work produced throughout the year. This will show how all students are connecting with Aboriginal culture. We also continue to invite Aboriginal guest speakers to work with our students.

Aboriginal Parent & Community Engagement

Enhance, nurture and value positive relationships between the district, parents and communities.

We build and foster positive relationships with families by having administrators, teachers and the Aboriginal Education Worker reach out to them to invite them to participate in our learning. We will also invite them to participate in classroom lessons and units.

Professional Learning Plan

Staff are committed to learning together. We spend one hour every staff meeting looking at and developing our school goals. We also use Professional Development days enhancing our school goals. In year 5, we will continue to align collaboration during staff meetings and professional development days where appropriate to support our learning.

Our goal will be to address some of the questions raised this year to continue to support numeracy and literacy in our building. We will also begin to connect literacy and numeracy so that students can see how they are interconnected.

Infusing indigenous ways of knowing into the curriculum will continue as an ongoing process for us. We are incorporating and modelling indigenous ways of knowing into our staff meetings and will be accessing district itinerant staff to share their resources and knowledge in order to ensure we are including the First Peoples Principles of Learning.

A breakdown of our year

- September - October** Review data from previous year, identify areas of strength and focus areas, develop learning plan for the year
Align staff meetings and In-service days to ensure learning overlaps and develops on a continuum
- November – December** Continue to align staff meetings and in-service days to ensure learning overlaps and develops on a continuum
Implement Learning Plan
- January – February** Continue to implement the Learning Plan
- March – April** Review data, debrief the year of learning with staff and students, present the learning to community partners including PAC
- May - June** Present draft plan for feedback