

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

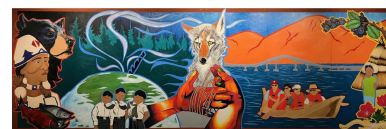
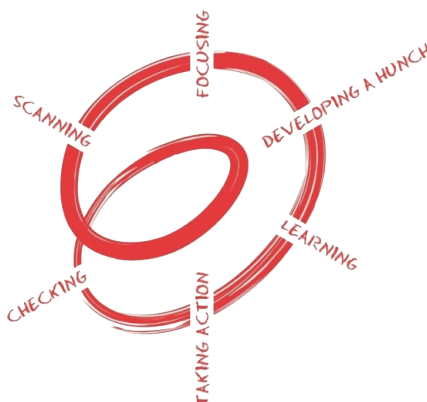
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



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

Fostering Indigenous student success through the lens of equity



School Overview

School: Anne McClymont Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Lake Country/Mission Family of Schools

Overall School Population: 452

Student Population Indigenous: 39

Student Population, Children in Care: 0

Student Population, SPED: 35

Student Population, ELL: 15

Principal: Tamalee Middleton

Vice Principal: Bryce Owens

Grade:

- ☒ K
- ☒ Gr. 1
- ☒ Gr. 2
- ☒ Gr. 3
- ☒ Gr. 4
- ☒ Gr. 5

Number of Administrators: 2

Number of School-Based Teachers: 21

Number of School-Based Support Staff: 2

School Community Student Learning Plan

School Learning Story

Background:

We Honour the Greatness in You at AME

At AME we have a strong history of valuing and nurturing leadership skills in our students. We believe that every child has unique leadership skills that will not only help them achieve success and happiness in their personal lives, but that these skills will help make the community and world a better place. We believe in the potential of our students!

Over the last 8 years AME has focused on the development of the Personal and Social Competencies by being involved in developing the 7 Habits that are part of the Leader in Me program. Recently as a staff, we decided that we were ready to grow our own leadership program in an authentic manner that reflected who we are as an AME community. We believed that due to the strong foundation that has been laid over the past few years, we were more than able to independently foster leadership qualities at AME based on supporting strong character traits in our students. It was after all, this belief in character development, that was the driving force behind becoming a Leader in Me school in the first place and as a school we are committed to continuing this focus.

With the work that we had been doing as a community to indigenize our curriculum, we felt that by embracing the Four Food Chiefs, along with the 7 Sacred Teachings, that we would be able to continue our work in fulfilling our vision of 'Leaders Growing Together'. This is an exciting time for us and we look forward to taking this journey together!

Our AME MISSION:

Providing students with the highest quality academic, athletic, artistic & social experiences which promote the development of the whole child, foster an appreciation of learning, and prepare our students for the future.

At AME we value:

*Click on Supporting Documents and Media in blue box on right to see our shared AME values

School Scan

School Community Student Learning Plan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

As a staff we used the Qualitative and Quantitative Protocols to examine the 3 different types of data - satellite, map and street. During this we let our curiosity lead us deeper as we went back to our students to learn more.

Satellite Data:

- MDI
- FSAs – Literacy and Numeracy
- Learning Surveys

Map Data:

- SWW – drilled down to examine results by different subgroups (gender, indigenous, ELL)
- ELP - drilled down to examine results by different subgroups (gender, indigenous, ELL)
- PM Benchmarks
- Report Cards

Street Data:

- Empathy Interviews with staff
- SEL scan – past (CFMS) and present students, intentionally selected priority groups
- Parent Scan
- Interviewed focus groups to go deeper into writing mindsets of our students

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Staff Empathy Interviews - teachers, CEAs and support staff	At AME the staff values: • fostering leadership and social responsibility in students • Working together as colleagues • As professionals we care about our students and their learning, and we are not afraid to do hard work
Student Learning Surveys	SEL surveys of current students	Interviews were done in the Fall with randomly selected students from every classroom, as well as indigenous and designated students. Result Highlights: • Students are highly connected to one another • Students can name 2 or more people in the school who believe in them • Most students feel their teacher knows their strengths • Students have strategies for self-regulation. However, students voiced that there is not always a place that they can go to regulate (many identified the washroom as a place to go when upset) • Hardest times of the day include natural transitions (mornings, pre and post breaks), academic stress (tests, math, moving too quickly) • Students feel a lot of pressure to be prepared for Middle School

School Community Student Learning Plan

Type of Student Learning Evidence	Short Description	Further Details
Student Learning Surveys	SEL survey of past students (CMS)	•Teachers knew my strengths and weakness and provided me with feedback •could name 2 adults at AME that believed that they would be a success •felt prepared academically - but there was a pattern of students saying that writing was a 'bigger leap' •said that there was not a consistent place to go at AME when feeling overwhelmed or upset •felt that the indigenous room was hidden at AME and not easily accessible •would have appreciated more clubs, or places to go during break times, rather than having to go outside
Student achievement data	Examined 5 year trends in literacy and numeracy (ELP, SWW, FSA, PM Benchmarks, and Report Cards)	•Writing scores are lower than the average district scores •Reading and math scores are consistently above district average (Meeting or exceeding) •Indigenous students are achieving lower in writing and reading than non-indigenous students
Student achievement data	As a staff we then drilled down further into Writing data, looking at different priority groups (ELP, SWW, Report Cards)	After looking at our satellite and map data, we noticed that our a large majority of our students are meeting or exceeding expectations in math and reading, but that our writing scores are lower than the district scores...this made us curious so we decided to ask more questions. Each grade group designed their own set of questions that they wanted to ask their students about writing in hopes of having a better understanding.

School Community Student Learning Plan

Type of Student Learning Evidence	Short Description	Further Details
Pedagogical documentation	We also interviewed Focus groups k-5 to determine what is going on for our learners in writing	When asked about writing, our students who were not struggling said: •we love writing •writing is fun - we could do it all the time •we love to share our writing •it is fun to write stories and to have time to share our ideas and be creative When asked what was challenging about writing, our students who were struggling said: •that finding ideas to write about was hard •daily writing helps them improve •that they prefer to write using technology, rather than pencil to paper •They like to have freedom to choose what they write about •They like to have to share their writing •They need more time when writing •writing can be boring because they have to be quiet when they write •it's hard •they focus on spelling every word perfect and this makes writing not fun anymore •enjoy writing about their lives, and stories from their imagination...but find getting the ideas hard sometimes •when you know how to do it, it is easy •it is hard when you can't think of something to write about •"I don't like it. It's hard to think of ideas and it hurts my head to think so much!" •"The only thing I like about it is when I get to add pictures and I am good at drawing" In conclusion those who were good at writing, loved writing, but those who struggled found the task very challenging, time consuming and hard to sit through, and struggled with finding ideas to write about.

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Type of Student Learning Evidence	Short Description	Further Details
Other	Parent Survey	•100% of the parents who answered the survey said that their child feels as though they belong at AME and that they believe the adults at AME care about their child •When asked what they hope of their child's learning experience at AME our parents said that they want their child to view learning and fun, to be challenged in their learning and prepared for their next steps, wanted their child to develop confidence and leadership skills, to feel as though they belong in their school community, to like coming to school, to have friendships and positive social skills, and to feel safe and included. •When asked how they thought AME was doing at meeting these expectations 80% said that we were doing this most or all of the time, 18% said that we were usually doing it and 2% said that we were not doing this at all. •When asked if their child liked coming to school in the morning 87% said that they did most or all of the time, 3% said that they usually do, 8% said that most of the time it was hard to get their child to come to school, and 2% said that their child never wanted to come to school. •When asked to what degree they felt we were developing leadership traits in their child 58% said that we were doing this all or most of the time, 30% said that we were usually doing this, 12% thought we were only minimally doing this with their child
Other	MDI	• Students like their teachers and feel that the adults in the building care about them • High number of students report having close friends •high number of students report that getting good grades and learning new things is more important than making friends •students reporting that they feel optimistic is slightly lower than district average •number of students saying that they are empathetic is higher than district average

Student Learning Priority 1

School Community Student Learning Plan

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

- Writing scores are lower than the average district scores

When asked about writing, our students who were not struggling said:

- we love writing
- writing is fun - we could do it all the time
- we love to share our writing
- it is fun to write stories and to have time to share our ideas and be creative

When asked what was challenging about writing, our students who were struggling said:

- that finding ideas to write about was hard
- daily writing helps them improve
- that they prefer to write using technology, rather than pencil to paper
- They like to have freedom to choose what they write about
- They like to have to share their writing
- They need more time when writing
- writing can be boring because they have to be quiet when they write
- its hard
- they focus on spelling every word perfect and this makes writing not fun anymore
- enjoy writing about their lives, and stories from their imagination...but find getting the ideas hard sometimes
- when you know how to do it, it is easy
- it is hard when you can't think of something to write about
- "I don't like it. It's hard to think of ideas and it hurts my head to think so much!"
- "The only thing I like about it is when I get to add pictures and I am good at drawing"

In conclusion those who were good at writing, loved writing, but those who struggled found the task very challenging, time consuming and hard to sit through, and struggled with finding ideas to write about.

Student Learning Goal 1:

To support literacy growth in all learners by nurturing a love of writing. We will do this by focusing on task designs that support students in using writing in meaningful ways.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Curricular Competencies: Use oral storytelling processes
Exchange ideas and perspectives to build shared understanding
Using language in creative and playful ways helps us understand how language works

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Acquire interpret, and present information
 - ☒ Collaborate to plan, carry out, and review constructions and activities
 - ☒ Explain/recount and reflect on experience and accomplishments



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy Interviews	- whole class interviews as well as more in-depth interviews with the same students that we talked to during our scanning stage - make sure that we include our minority groups in our interview process - have classroom teachers conduct the interviews, as they have the closest relationship with the students -also have a small parent interview group to see if there have noticed a difference in their child and how they are doing with writing, as well as how they are feeling about themselves as writers

School Community Student Learning Plan

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	SWW - grades 4 & 5	- respect student voice and choice of topic - use multimodal strategies to help generate thinking for all learners at their own level - use adaptive technology where appropriate - follow IEP strategies and adaptations - as we analyze students' achievement scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	ELP writing rubric - Primary grades	- respect student voice and choice of topic - use multimodal strategies to help generate thinking for all learners at their own level - use adaptive technology where appropriate - follow IEP strategies and adaptations - as we analyze students' achievement scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Report Card data	- use inclusive education practices in the classroom - work closely with school based team to identify best strategies for at risk learners - as we analyze students' achievement scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	FSA - grade 4	- follow IEP strategies and adaptations - as we analyze students' achievement scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender.

Taking Action and Learning

Leading Professional Learning:

Whole staff professional development with Angela Stockman. This past summer our staff spent 2 days working with Angela, learning about multimodal literacy. Next, we waited a month, giving us time to practice implementing what we had learned with Angela during the summer, and then in October we broke into smaller grade group teams and had 'fireside chats' with Angela over zoom. These chats were lead by teacher questions and sharing of experiences that they have had over the past month.

A number of our staff participated in a series of Lunch and Learns, led by our school SLP, focusing on building story grammar with our younger students, while using the hands on supports of a story braid. We found this as a perfect compliment to using 'Loose Parts', as it is just one more option for building multimodal opportunities.

A team of our early learning teachers (kindergarten and grade one) visited Davidson Road to see how they use 'story workshop' to support a multimodal approach to teaching storytelling with younger students.

School Community Student Learning Plan

School Level Strategies and Structures:

As a staff we are:

- continuing to have designated PLC (professional learning communities) for grade groups to support continued exploration of multimodal literacy. This learning was facilitated by our teacher librarian, who set up opportunities for teachers to gain experience designing different multimodal lessons for their students. This support followed the structure of co-learn, co-plan and co-teach. Next year, we have set aside funds to have our teacher librarian do this work for one full day each week.
- developing a school committee to go deeper into building a school collection of 'Loose Parts' and provocation bins to support this priority in the classroom
- reinforcing an open invitation to release classroom teachers to visit other classes in our school to see how others are designing multimodal tasks
- spending time as a staff discussing the components of literacy and how it supports the development of the communication competency in our redesigned curriculum
- spending time aligning our understanding and language about literacy and the communication competency

Classroom-level Instructional Strategies:

Every teacher:

- has access to 'Loose Parts' bins, as well as provocation bins
- book groups - has been provided reading resources (Angela Stockman books and Story Workshop) to help facilitate their learning in this area
- class sets of story braids have been purchased

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
Equity in Action Agreement – Learning Environment (School Culture)	Using a multi-modal approach allows every Learner to achieve success through personalized learning, timely supports and culturally relevant interventions. It encourages students to start with their own lived stories and experiences and then build from there.
District Strategic Plan - Equity & Excellence in Learning	Intentional Design of Learning - it is our goal to focus on the intentional design of how we teach writing. We want to listen to and encourage student voice to promote agency as writers in our children.
District Strategic Plan - Equity & Excellence in Learning	Collaborative Professionalism - it is our intention to build and facilitate quality learning opportunities for our staff. We want to support their agency as learners by creating a culture of trust, vulnerability and voice as we strive to meet the needs of our students.
Equity in Action Agreement – Learning Profiles	The design of teaching using multimodal strategies supports the focus of personalizing the learning journey, thus reinforcing cultural sensitivity and voice. Built into our plan is checking for impact, which allows use to focus in on special interest groups to make sure that diverse needs are being met.
Equity in Action Agreement – Pedagogical Core	By focusing on task design and multimodal literacy strategies it is conducive to integrating the First Peoples Principles of Learning.

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Loose parts and provocation bins	3000.00
Learning Resource	Purchase more class sets of story braids	500.00
Learning Resource	Continue to purchase professional reading resources about multimodal literacy	1000.00
Professional Learning	Release teachers to observe in other classes/schools	5000.00
Staffing, Supplies	Fund .2 for teacher librarian to facilitate PLCs	24000.00

School Community Student Learning Plan

Checking for Impact

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

This is our first year working on this priority, with step one focusing on building our own knowledge. Our next step is to examine our map data to see if there were changes over the year. To do this we are waiting for the end of term 3 to gather our qualitative evidence. We do though, have street data for recent scans of our teachers and their learning round this priority. We also have student self-reflections on the communication core competency.

Some highlights from our street data for this year are:

- the majority of our classes (17 out of 20 classes) have started to use multimodal strategies in their classroom writing tasks
- teachers have reported that engagement in writing tasks has gone up when using multimodal strategies
- staff are starting to learn together and are enjoying working with our teacher librarian on this priority
- teachers are reporting that there seems to be lots of opportunity for learners to share their thinking at AME! The loose parts and provocation bins have key in developing this!
- it is allowing those students who are less confident in writing to create rich stories with good vocabulary

And in the words of our staff members...

"The steps that have been taken so far over the past two years regarding data collecting and inquiring and co-creating a plan as a staff has been super purposeful and respectfully done while still providing agency to staff to participate as much or as little as they can given the space they are on in this journey. My observations with my students has been THEY LOVE LOOSE PARTS! Any time they get a chance to create and show their thinking before putting pencil to paper, I mostly get lots of creative ideas and even out of students who struggle with writing, they are able to find the words orally. This has built their confidence in themselves which is so important to me, and a critical step in further, deeper learning".

"Our students love learning in nature and said they want to spend more time, writing, taking photos and sketching outdoors. They are at the point where they can choose how they best learn and way to ignite their ideas. Some choose loose parts, others use thinking routines or personal interviews. They enjoy the discussion time after building with loose parts to share their thinking, connect and build on their ideas. They realize that writing is more than correct punctuation that it is more about communicating deep thinking and meaning. Then showing it in a variety of ways to connect with their audience."

"Writing has been a true struggle this year as my Grade 1's lack a real confidence in both their literacy skills and abilities. By Term 3 they are finally finding a sense of 'like' for writing... my K's are engaged, challenged and excited to write. There is no fear at all."

Recommendations for next steps for this School Student Learning Priority:

Our next steps are:

- to continue our learning as a team on multimodal literacy and task design
- focus on best assessment practice for and of learning in this area
- align our assessment for and of learning as a community of professionals
- showcase student learning in this area to our parent community
- continue to share our learning and growing understanding in this area with our parent community
- kindergarten and grade 1 teachers want to work with a district consultant to dive deeper into 'Story Workshop'
- continue to build our own collection of Loose Parts and Provocation bins

School Community Student Learning Plan

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

- It is a long held staff value that our students learn to give back to their school, neighbourhood and global communities through student led fundraising activities, and acts of service
 - Our students feel that taking care of and helping others is important
 - Students like to be actively involved in supporting the school and having a voice i.e Wolf Pack and Classroom/School leadership opportunities at each grade level
-
- When asked to what degree they felt we were developing leadership traits in their child 58% said that we were doing this all or most of the time, 30% said that we were usually doing this, 12% thought we were only minimally doing this with their child

Student Learning Goal 2:

To nurture positive leadership character traits in our students by providing authentic opportunities for all our students to be life long leaders who build strong communities.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Curricular Competencies: Students identify their personal values and strengths and abilities to determine ways they can contribute to their communities and care for the environment
Students self-regulate to resolve problems
Students bring their understanding of how relationships and cultural contexts shape who they are to building relationships with others

School Community Student Learning Plan

Core Competencies

- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Valuing diversity
 - ☒ Building Relationships



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy Interviews	- be mindful of selecting a fair representation of students - design questions to be culturally sensitive and aware - have safe adults conduct the interviews

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Number of students participating in leadership clubs and activities in the school	- participation is by invitation, therefore to make sure we are culturally sensitive when inviting students to participate in these groups - invite student input in design activities for our student club, as this is where we foster student agency...everyone's voice helps drive the 'why'

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Survey results from students and parent community re. leadership experiences	- design questions to be culturally sensitive and aware - deliver surveys in a variety of different formats

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- working with our Indigenous Advocate to continue to learn about the Four Food Chiefs and the Seven Sacred Teachings and how we can use this to help support the development of leadership traits in our students
- participating in the Indigenous Education Culture Program opportunities in our district

School Level Strategies and Structures:

As a school, we:

- have a grade 5 student leadership team (the 'Wolf Pack'). this team is responsible for a variety of leadership activities in the school, both to support school spirit, as well as giving back to the community through various fund-raising events.
- divide up leadership opportunities between all of our grade levels, so even our youngest classes are contributing to our school culture and wellbeing
- our kindergarten and grade 1 classes, have leadership Fridays, where students take turns teaching their classmates something that they are passionate about outside of school.
- have our grade 5 students regularly working with seniors in our community, and have participated in such activities as empathy interviews, crafts, sing-alongs and other social events.
- Use the Four Food Chiefs and the Seven Sacred Teachings to help highlight character traits that help build our students personal social/cultural awareness and sense of responsibility as citizens, thus leading to the growth of positive leadership skills
- provide meaningful practice of these skills through regular multi-age group activities and student led and planned assemblies that highlight the trait that the school is focusing on different character traits from the Seven Sacred Teachings.

Next year we will continue this work, but will use the 4 Food Chiefs to learn about different character traits.

Classroom-level Instructional Strategies:

In every classroom, teachers:

- focus on the Four Food Chiefs and the Seven Sacred Teachings, following our school wide implementation plan
- have resources that support learning in this area
- support students in engaging in the school leadership task that they have signed up for and are responsible for over the course of the school year

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Our family group/multiage group that focuses on various character traits help build a supportive, culturally relevant, school culture that create belonging, well-being, inclusivity, safety, and community.
District Strategic Plan - Equity & Excellence in Learning	Our grade 5 student leadership team work with community groups to support various fundraising activities. This helps foster meaningful school community connection for our students. Also our grade 5 connection with the seniors falls into this category.
Equity in Action Agreement – Pedagogical Core	By highlighting the Seven Sacred Teachings and the Four Food Chiefs we are supporting the integration of Indigenous world views and perspectives into our community culture at AME.

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Indigenous Education Culture Program	1500.00

Checking for Impact

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

Last year we completed a parent/teacher/student scan (empathy interviews and surveys), please refer to our scan results.

This is our first year focusing on this priority, and as a result we are just starting to gather new evidence since our original scan. We do though, have street data from recent scans of our teachers focusing on their learning round this priority and possible next steps. Some highlights from our street data for this year are:

- student led assemblies are valuable in bringing together the leadership traits taught and reinforced over the year by allowing students to use their skills in a meaningful context
- student led clubs for our younger primary students have been very successful

And in the words of our staff members...

"A parent told me how the leadership opportunities provided to her son have given him a sense of pride and belonging."

"Leadership begins in the classroom. When students are given the opportunity to choose and lead activities they become more confident and capable of extending leadership at the school level."

"Some students struggle academically, yet shine in teaching and supporting other students...we have even co-taught together. Leadership is for everybody."

Recommendations for next steps for this School Student Learning Priority:

Next steps are:

- to continue to use our family group format, but instead of focusing on the 'Seven Sacred Teachings', we are going to focus on the '4 Food chiefs' next year
- work in collaboration with our Aboriginal Advocate and our Indigenous department

Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

- Students like their teachers
- High number of students report having close friends
- Parents trust that the adults in our building care for their child
- Past students report that they felt prepared for middle school and could all name AME teachers that cared for them
- At AME more students felt that getting good grades was more important than making friends
- Our students feel that the adults in the building care for them
- More students seem to be worried or sad
- More students need help learning to self-regulate
- There is more crying when coming into school
- Need support making and keeping friends
- a rise in lack of impulse control
- There is an increase of students reporting they feel the pressure and demands of being a student
- An increase in anxiety around transitioning into school, and being able to handle school assignments and demands
- 100% of the parents who answered the survey said that their child feels as though they belong at AME and that they believe the adults at AME care about their child
- When asked what they hope of their child's learning experience at AME our parents said that they want their child to view learning and fun, to be challenged in their learning and prepared for their next steps, wanted their child to develop confidence and leadership skills, to feel as though they belong in their school community, to like coming to school, to have friendships and positive social skills, and to feel safe and included.
- When asked how they thought AME was doing at meeting these expectations 80% said that we were doing this most or all of the time, 18% said that we were usually doing it and 2% said that we were not doing this at all.
- When asked if their child liked coming to school in the morning 87% said that they did most or all of the time, 3% said that they usually do, 8% said that most of the time it was hard to get their child to come to school, and 2% said that their child never wanted to come to school.

Student Learning Goal 3:

To foster the development of self-awareness, self-respect, perseverance and responsibility for actions and choices that foster well-being in all our students.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Curricular Competencies: Students identify their personal strengths and abilities to self-advocate effectively

Students increase their well-being by recognizing their personal values and choices

School Community Student Learning Plan

Core Competencies

- ☒ Personal Awareness and Responsibility
 - ☒ Self-regulation
 - ☒ Well-being



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Empathy Interviews with students	- be mindful of selecting a fair representation of students - design questions to be culturally sensitive and aware - have safe adults conduct the interviews

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Empathy Interviews with parents	- be mindful of selecting a fair representation of students - design questions to be culturally sensitive and aware - have safe interviewers conduct the interviews

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Surveys results	- design questions to be culturally sensitive and aware - deliver surveys in a variety of different formats

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Survey Results	- design questions to be culturally sensitive and aware - deliver surveys in a variety of different formats

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

As a staff we wanted to learn more about childhood anxiety in order to develop a common understanding and shared language on this topic. For this reason we invited a child psychologist from our community into speak with our staff. She spoke about how anxiety can look different depending on the child, common causes of anxiety, as well as best practices for supporting children with anxiety.

In April of this year, we had a 2 day 'Lunch and Learn', that focused on dealing with challenging behaviours that were related to anxiety. This was presentation was done by our resource teacher and a district consultants.

School Level Strategies and Structures:

Chill and Chat - This is a lunch time structure that allows students to drop into our SEL/prep teacher's classroom during outdoor playtimes. This was designed to provide options for our students not only seek out support if needed but also to advocate for themselves and what they need for their own well-being during unstructured break times.

At AME we have a prep teacher whose job is to support social emotional learning (SEL) in our students. This year she provides one prep block a week for our kindergarten to grade 3 students. She focuses on building a healthy mindset and teaching various strategies to deal with anxiety. Next week year we have reallocated our prep blocks, so every class, primary and intermediate, will get one prep block a week with our SEL teacher.

Classroom-level Instructional Strategies:

We are working towards developing alignment between our classes and the strategies we use, so as to ease the stress of transitioning to new a grade and class each year. This is also helping us, as a team, to use common language when talking about best habits, mindset and strategies to promote well-being in our students. Some of the common strategies that exist in our classrooms are:

- soft starts
- calm/quiet areas
- break cards/break options
- Zones of Regulation language, visuals and touch points
- morning meetings
- breathing strategies

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	This priority supports building inclusive learning cultures because of it focus on supporting well-being and valuing individual differences, inclusivity and safety. It sets the tone of identity and belonging, which allows for powerful learning to happen.

School Community Student Learning Plan

Checking for Impact

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

This is a brand new learning priority for our school. Therefore, we do not have a lot of evidence yet, as we are still doing our our learning on it as a staff. We do though, have street data from recent scans of our teachers focusing on their learning round this priority and possible next steps. Some highlights from our street data for this year are:

- an increased awareness that emotions are integral to learning
- students are starting to use consistent language describe and discuss their feelings
- there is a need to align teaching of problem-solving strategies
- how do we find ways to directly support this learning, while integrating across the curriculum

And in the words of our staff members...

"Continue providing information on anxiety and strategies to use and places for students to go, where they feel safe and regulated, when they need to calm down."

"It would be amazing to see a school wide approach to problem solving."

Recommendations for next steps for this School Student Learning Priority:

Our next steps are:

- to increase the number of SEL prep blocks, so that every class gets one block/week
- with the addition of an inclusion teacher, we can now focus on offering a co-learn/co-plan/co-teach model to support integration of SEL skills into the learning happening in the classroom
- work with our PAC to invite guest speakers to talk to our parent community
- formalize common strategies for anxiety, problem-solving and goal setting for all our classrooms

Plan Reflection

Principal Reflection:

Our foundational skills priority inspired a year of learning at AME. And as a result, we have created whole school excitement and buzz around writing using multimodal strategies: especially Loose Parts and Provocation Bins. Ideas and strategies, staff learning and curiosity have led to us focusing on how we design writing tasks and have resulted in including strategies and structures such Inquiry using Loose Parts, Story Workshop using Provocation Bins, and Story Grammar using a Story Braid. Staff conversations and data collection at staff meetings and through our daily interactions have revealed a significant change in how we approach teaching writing and how our students are feeling about themselves as writers. We look forward to analyzing the data from our year end assessments, empathy interviews and our parent surveys in the months to come, and we are hopeful to see a significant increase in our student's literacy data in the years ahead.

Our work in the areas of personal and social awareness and responsibility have also led to team learning, as well as raising new questions. Identification of leadership traits and their connection to the 7 Sacred Teachings and the 4 Food Chiefs has created alignment and a school focus this year. We have made gains in developing a common understanding of student anxiety and steps to help build strategies in developing student agency towards their own personal well-being. Our next steps are to co-create strategy alignment between our classrooms and to work with our parent community on building a common understanding of how we can best support our children in this area. We are better together!