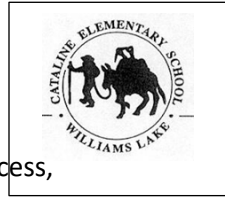




# Cariboo-Chilcotin School District No. 27 2022-2023 School Plan for Learner Success



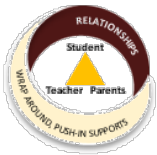
## School Name: Cataline Elementary School



**Ministry of Education Framework:** A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care, and students with disabilities and diverse abilities.



**District Plan for Learner Success:** School Plans for Learner Success are aligned with the goals and focus areas for improvement of the District plan. Unique priorities, needs, and strengths of the school community are reflected in the school-specific plans.



**SD 27 Framework for Collective Responsibility:** support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



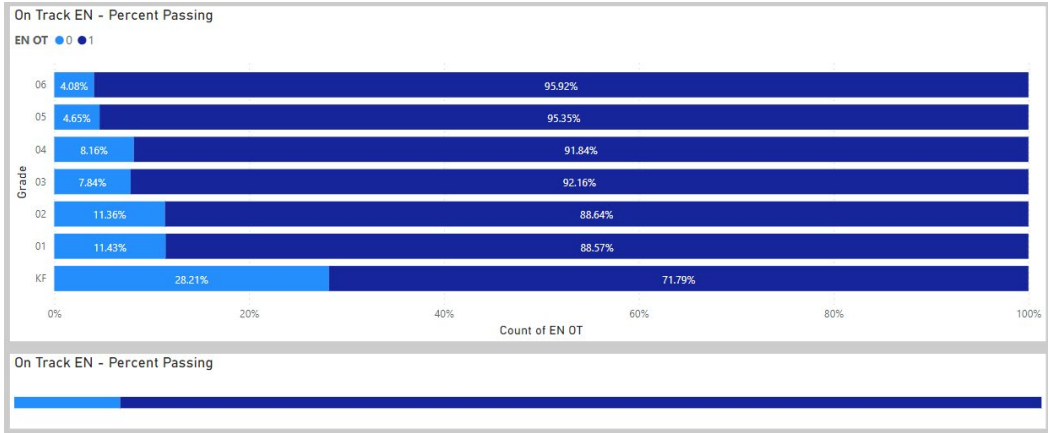
**Circle of Courage:** (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

### Intellectual Development

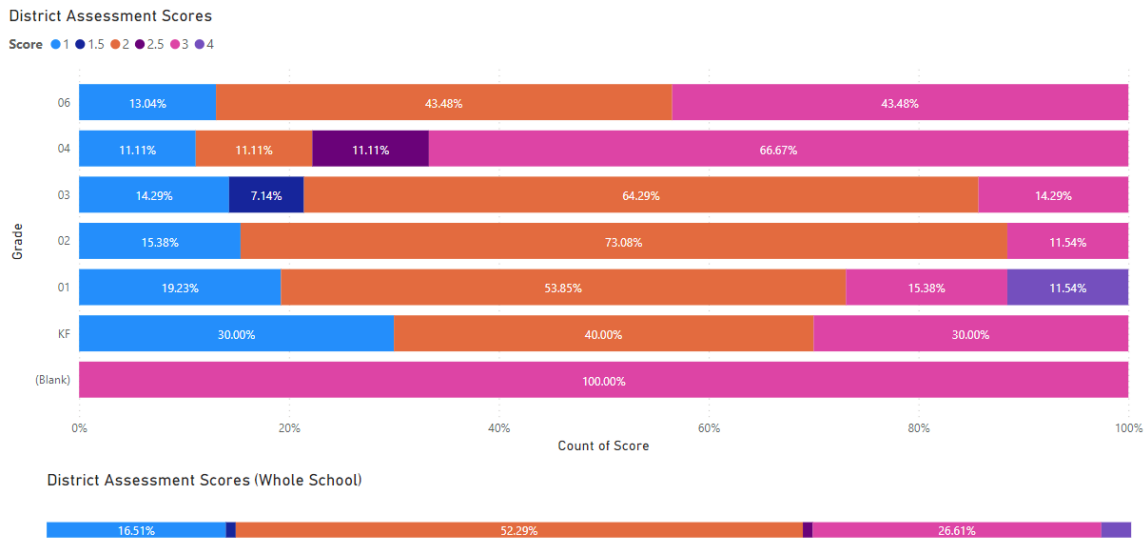
**Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level**

#### 2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations:



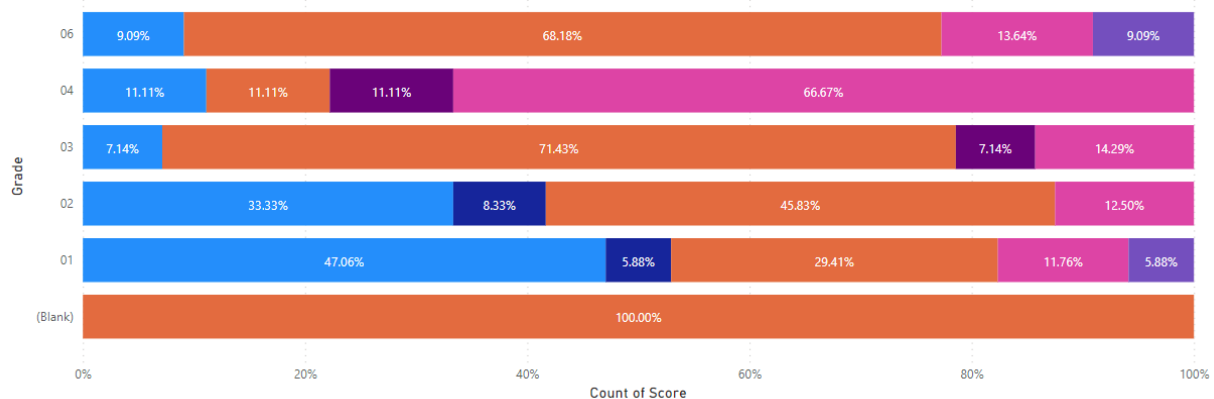
## DART/EPRA



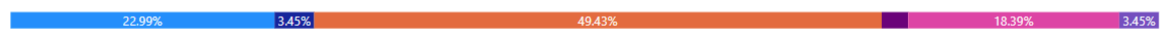
## School Wide Write

#### District Assessment Scores

Score ● 1 ● 1.5 ● 2 ● 2.5 ● 3 ● 4



#### District Assessment Scores (Whole School)



#### 2022-2023 Goals and Focus Areas:

- Process driven instruction - looking at scope of sequence and intentional teaching according to needs of individual students
- Looking at the DART/EPRA data and gleaning information that will drive teaching to learning needs
- Looking at writing assessment data to drive teaching

#### Strategies and Structures:

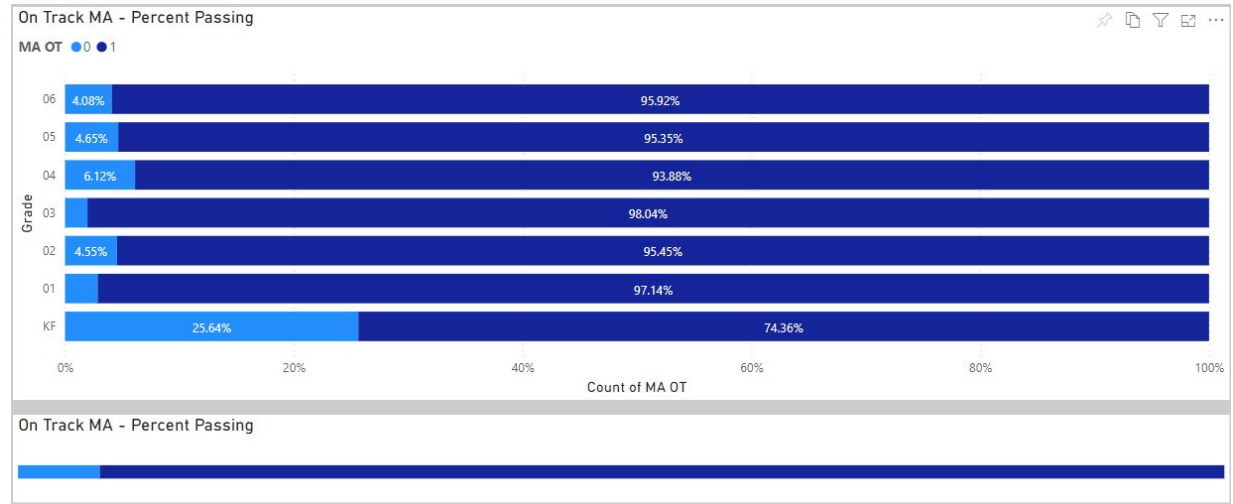
- Actions for Enhancing Student Learning and Experience
  - Differentiated instruction (meeting students where they are at)
  - Increase daily writing across the curriculum - **With formative feedback will have opportunity to learn and improve**
  - Ensuring all students are accessing grade level curriculum
- Actions for Enhancing Staff Capacity & Learning
  - Collaborative capacity building (using literacy scope and sequence document created by Cataline staff) built into weekly schedule using Buddy Time schedule to free up teachers.
  - AFL practices to be explicitly discussed and modelled making learning more intentional and visible for students
  - Home reading program
  - Reader's theatre
  - Daily cross curricular writing/reading

**Educational Outcome 2:** Students will meet or exceed numeracy expectations for each grade level

#### 2021-2022 Results:

[Open in Power BI](#)

June 2022 data



#### 2022-2023 Goals and Focus Areas:

- Ensure all students are working with grade level curriculum, supporting with tools as needed
- Teaching with differentiation and hands on learning

#### Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Using guided instruction approach to meet students where they are at
  - Using Peter L and Carolle Fullerton strategies to get students engaged and working together (visible, hands on, manipulatives)
  - find access points at grade level curriculum for all students while also supporting students in developing basic skills at their level
  - clear understanding of grade level expectations
  - guided math centers/activities
  - buddy math opportunities
- Actions for Enhancing Staff Capacity & Learning
  - Carolle Fullerton Pro-D and resources
  - Peter L Pro-D and resources (Thinking classroom)
  - Encouraging team collaboration through class observations and team teaching

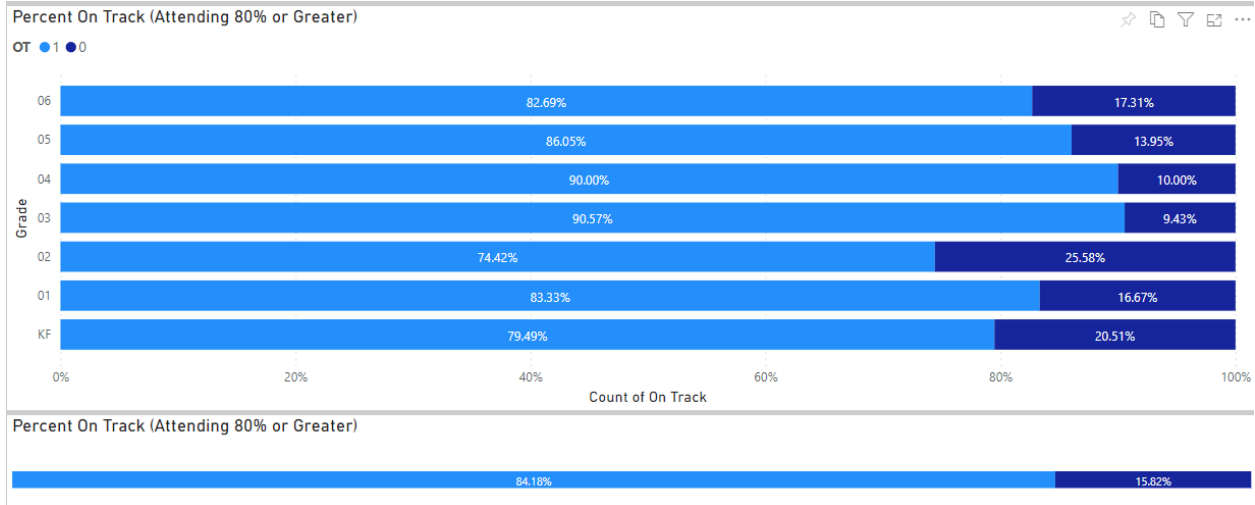
## **Human and Social Development**

**Educational Outcome 3: Students will feel welcome, safe and connected to their school**

### 3.1 Attendance

#### 2021-2022 Results:


#### June 2022 data



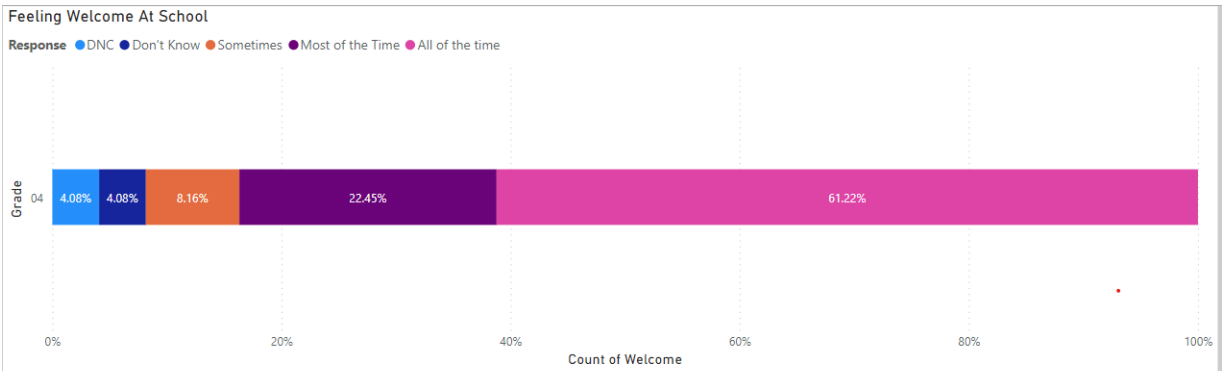
#### 2022-2023 Goals and Focus Areas:

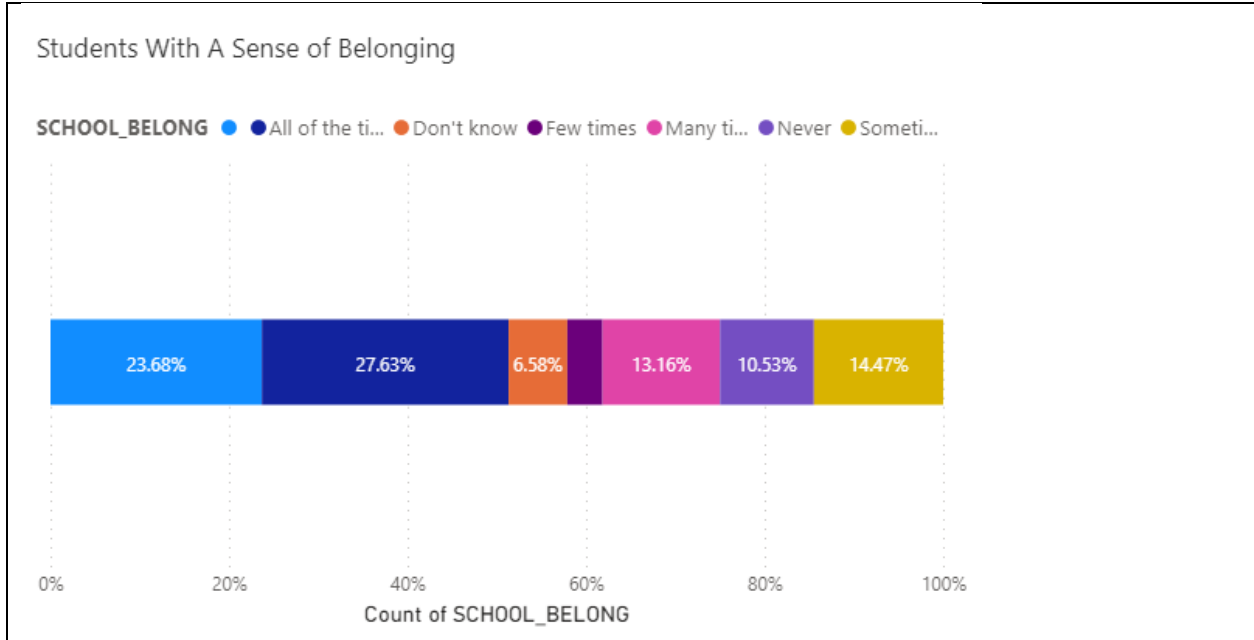
- 100% of students attending 80% or greater end of June 2022
- Connecting with families to provide support (wrapping around)
  - Offering alternatives to get kids to school
  - Welcoming students no matter what time of day they arrive at school
- Connecting with parents within the first two weeks in a positive manner with a newsletter and phone call
- Phone call follow up for children missing three days in a row
- FN support workers connect as well
- Minibus for students with diverse needs
- Breakfast & lunch program
- Student job program
- Morning walk to build connection/keep past connections
- BBBS program

### 3.2 Connection to School

#### 2021-2022 Results

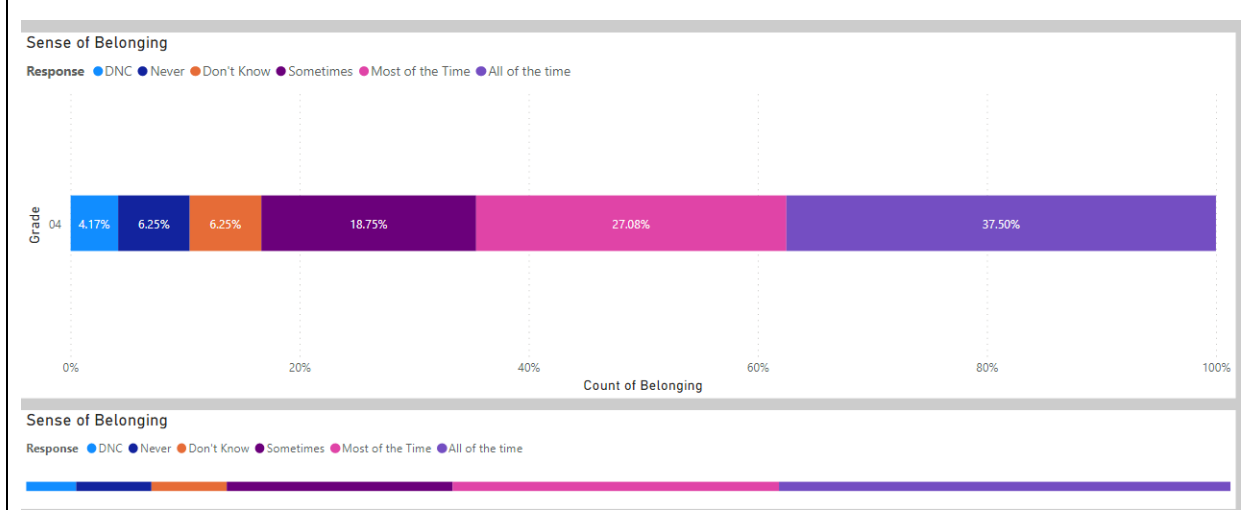
June 2022





[Open in Power BI](#)

June 2022



### Goals and Focus Areas

Have 100% of students feel like they belong, are welcome and have 2 adults they can go to

### Strategies and Structures

- Actions for Enhancing Student Learning and Experience
- Meeting and greeting students at the door every morning (not just letting them in)
- 2x10 strategy in all classes
- Using data and teacher knowledge – tag specific students who are vulnerable, don't feel like they are welcome or belong with specific teachers for intentional 2 tags a week

- YEW worker organize activities during break times to offer choices for kids “lost”
- Offerings of lunch time sports in gym or outside, games in the library or outside, crafts etc
- Continue with trauma informed learning for staff

### *3.3 Careers and Core Competencies*

- Job applications
- Core Competency (word of the week) with bulletin board for students to tack up how they’ve attended to the core competency subset
- Collective responsibility for students (garbage clean up, room clean up etc.)
- Yellow jacket program (student supervisor assistants)
- Student leadership
- Peer helpers

## **Other Focus Area**

### Collaborative Practice:

- Focus on team teaching: strengths-based approach for teachers as well – sharing our skills/knowledge
- Collective responsibility for students  
Collaborative time (Buddy Time) built into the weekly schedule: focus is literacy and assessment practices (the “what now” of assessments)
- Yvonne and Tess available to allow for team teaching or collaboration
- SBT practice: improving parent communication and participation in the process
- Lunch book club and dinner book club/collaboration opportunities

## **Truth and Reconciliation (FPPL)**

## **School Team Meeting Schedule:**

Monthly

## **Glossary:**

SBT – School Based Teams