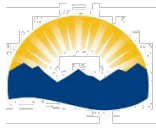




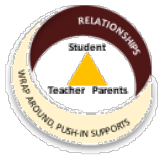
150 Mile Elementary School



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.



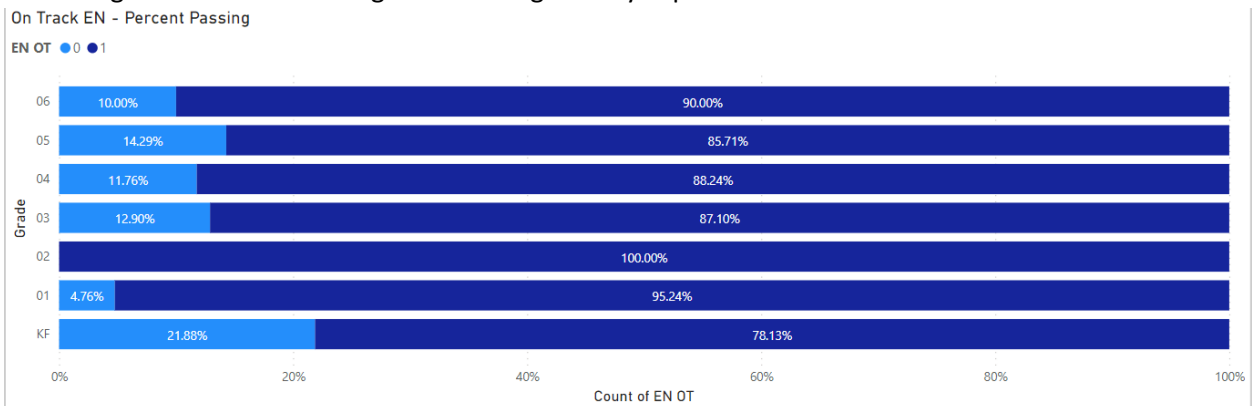
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

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



- 2022-2023 Goals and Focus Areas:
 - Improve the number and percentage of students grades k-6 being proficient or extending in literacy
 - Incorporating more indigenous ways of teaching and learning into teacher practice.

- Increase common classroom practices from research-based collaboration
- Increase phonological awareness literacy learning & collaboration between teachers

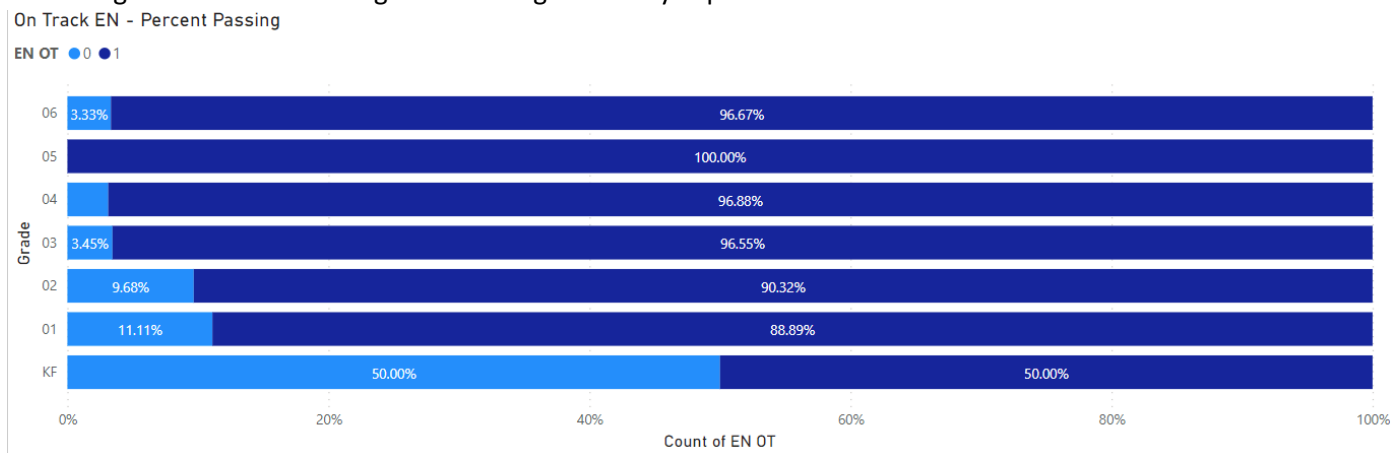
Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Explicit teaching of reading/writing strategies exposed by DART/EPRA/SWW results
 - Improve number and percentage of Indigenous students grades K-6 proficient or extending.
 - Focus on phonological awareness in early primary grades
- Actions for Enhancing Staff Capacity & Learning
 - Changing Results for Young Readers
 - Staff collaboratively assess results of DART/EPRA/SWW
 - Use of after school meetings for collaboration time (monthly). These are volunteer based, informal

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

2021-2022 Results:

- Percentage of students meeting or exceeding numeracy expectations:



2022-2023 Goals and Focus Areas:

- We are committed to focusing on teaching core math skills grades k-6. Staff is in progress of developing a strong scope and sequence for k-6 to ensure ‘must have’ skills are taught each year to the best of our abilities. This will guide us towards every student grade K-6 becoming proficient or extending in numeracy

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Common assessments
 - Modernize mathematical resources, tools, supplies
- Incorporate more vertical learning instructional strategies

- Actions for Enhancing Staff Capacity & Learning
 - Promote that more staff engage with the learning series and become numeracy content leaders in our building and beyond.
 - Deep dive into Culturally Responsive Math Assessment Workshop through UBC and incorporate into our practice.

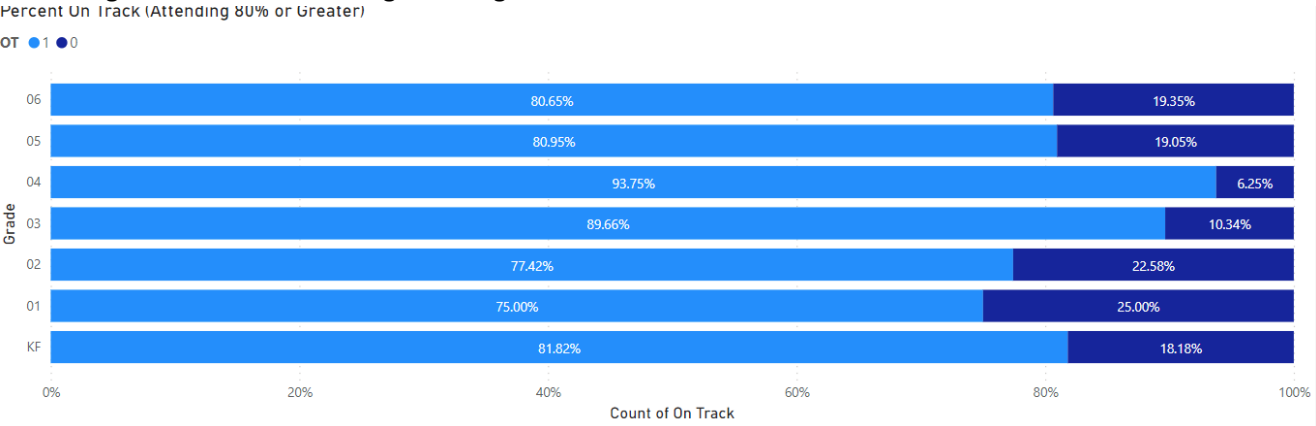
Human and Social Development

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

3.1 Attendance

2021-2022 Results:

- Percentage of students attending 80% or greater end of June 2020:



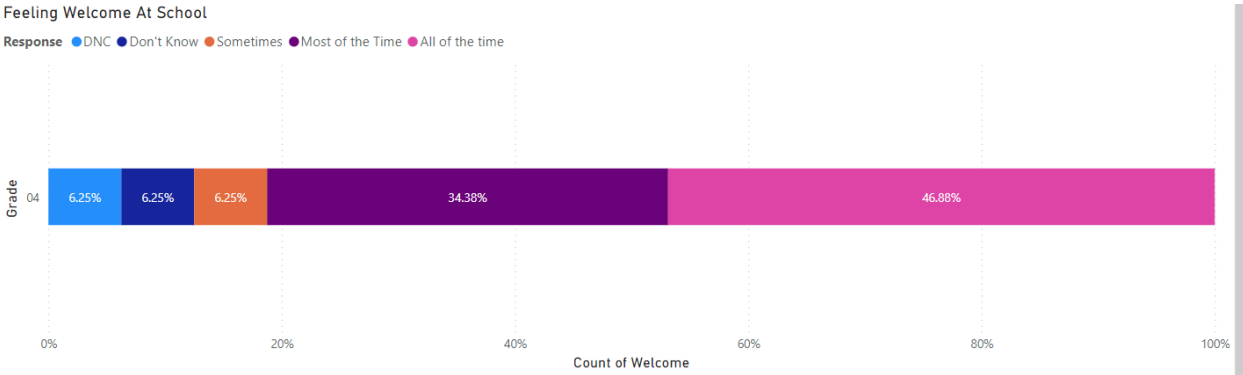
2022-2023 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2021
- Provide at-home support for those staying home if they or a family member is quarantine
- Increased focus on the attendance on 150 Mile Indigenous students and identifying and overcoming drivers of poor attendance (deploying FNCSW, principal, LST)

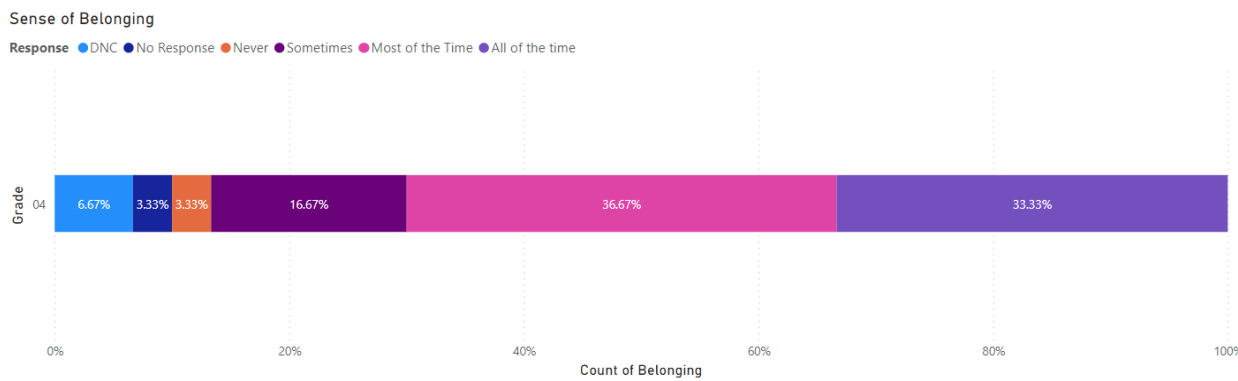
3.2 Connection to School

2021-2022 Results

- Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2021-2022



- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2021-2022:



Goals and Focus Areas

- Increase feeling welcome and sense of belonging for all grades and in particular Indigenous learners
- Identify and correct the reasons/drivers of students feeling unwelcome or that they don't belong.

Strategies and Structures

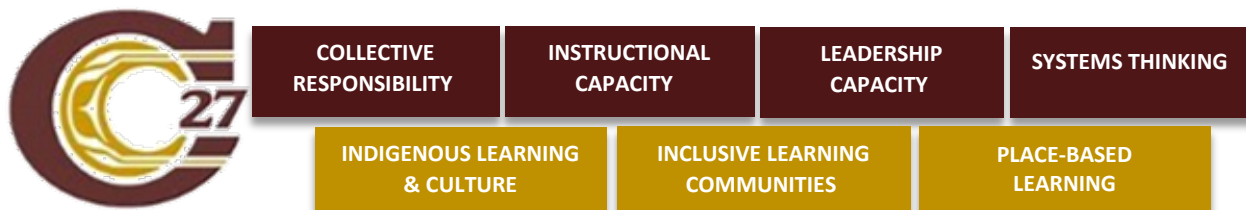
- Actions for Enhancing Student Learning and Experience
 - Continue 2 x 10 method for each staff to focus on
 - Teach to and use 7 Sacred Teachings 'caught you' tickets, monthly recognition assemblies
 - Students will see more Indigenous content in all areas of the curriculum; will see more art and Indigenous scenes and themes in the hallways.
- Actions for Enhancing Staff Capacity & Learning
 - With the easing of pandemic constraints, we can implement school wide belonging projects that include indigenous themes/learning
 - Strong focus on indigenizing practice as much as possible
 - Strong focus on wrapping support around on-reserve students (through admin, LST, FNYCW)

Career Development

Educational Outcome 4: Students will have the core competencies to achieve their career and life goals

Core competencies are worked on daily in all classrooms. Individual teachers focus on certain competencies throughout a term. These competencies are uncovered by our students through multiple pathways and through thorough planning, instruction, and feedback by their teachers.

Other Focus Area(s) Aligned with District Plan for Learner Success



Indigenous Learning and Culture- our school will continue to focus on indigenizing our curriculum. This year's work will be around culturally responsive math assessment

Collective Responsibility

School Based Team: better understanding function and processes of school-based teams, including inviting partners (WLFN education coordinators, outside agencies, district support services staff)

Wrap around support: for most vulnerable students (Admin, LST, ISW, YEW, classroom teacher)

Staff learning: teachers and support staff participating in monthly after school meetings that focus on teacher efficacy in math (a particular focus this year) and literacy.

School Team Planning Cycle

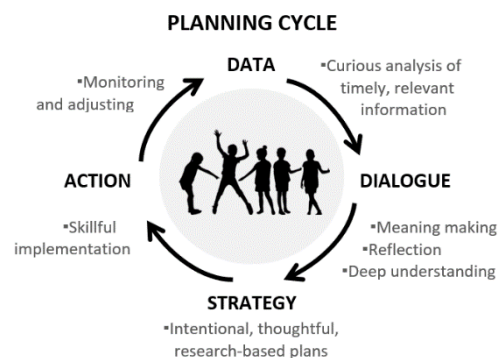
Sep-Oct: Review results from 2022-2022 school year and fall assessments as a staff. Identify student focus groups and strategies and document in school plan.

Dec: Review term 1 report card data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

Jan-Feb: Review FSA data alongside report card marks and assessments (triangulation). Celebrate successes and adjust strategies as required.

Mar-Apr: Review term 2 report data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

May-Jun: Complete district assessments including EPRA/DART and School Wide Write. Review results and compare alignment with report card data collected for term 2. Review student learning survey results and plan response.



Glossary

ISW– Indigenous Support Worker – a worker trained to support Indigenous learners in schools.

LST – Learning Support Teacher – a specialist teacher (usually having a post-graduate degree in special education) who is responsible for supporting struggling learners

DART/EPRA - Performance-based reading assessments that address teacher questions about how best to guide their reading instruction.

SWW – School Wide Write is a common, performance-based writing assessments can help teachers share ideas about the writing process, formative assessment, and planning for instruction.

Phonological and Phonemic Awareness - **Phonological awareness** is the ability to recognize and manipulate the spoken parts of sentences and words. **Phonemic awareness** is the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words. This includes blending sounds into words, segmenting words into sounds, and deleting and playing with the sounds in spoken words.

YEW – Youth Engagement Worker- support staff member who specializes in supporting vulnerable students.