



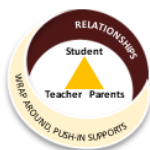
### School Name: Horsefly Elementary/Junior



**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.



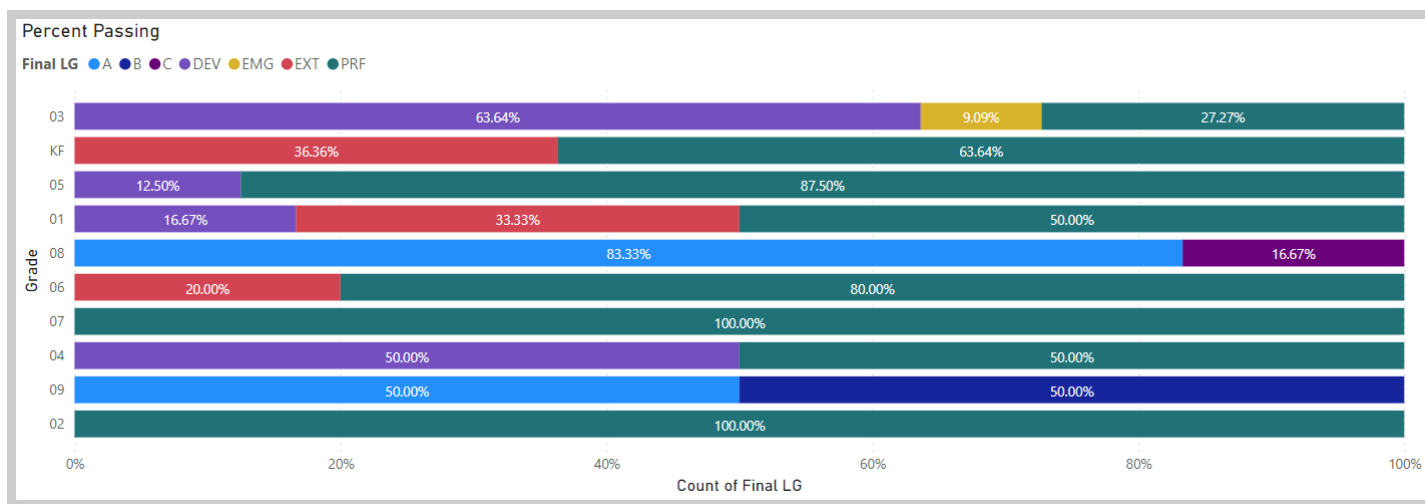
**Circle of Courage:** (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner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

## Intellectual Development

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

#### 2021-2022 Results:

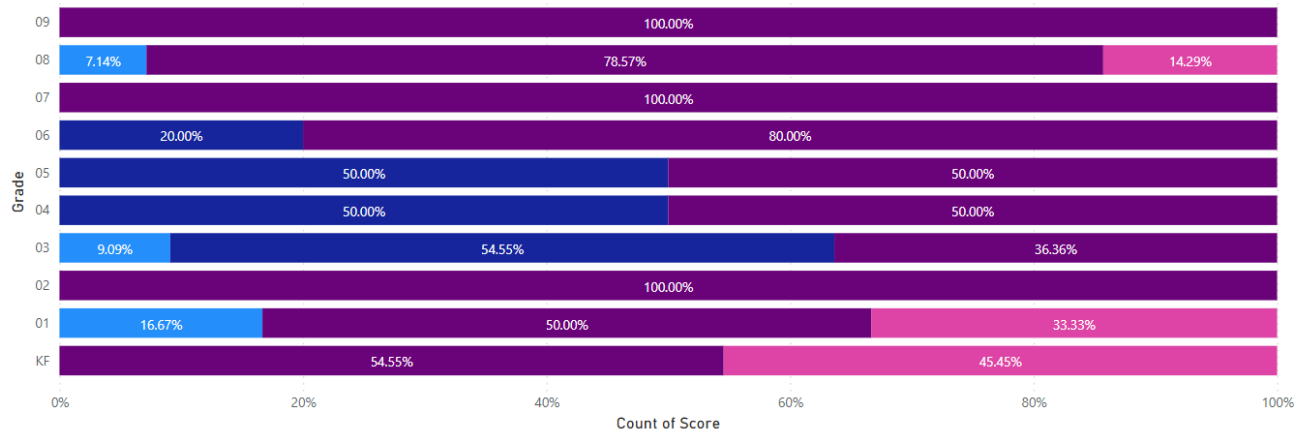
- Percentage of students meeting or exceeding literacy expectations:



District Assessment Scores



Score 1 2 3 4



District Assessment Scores (Whole School)

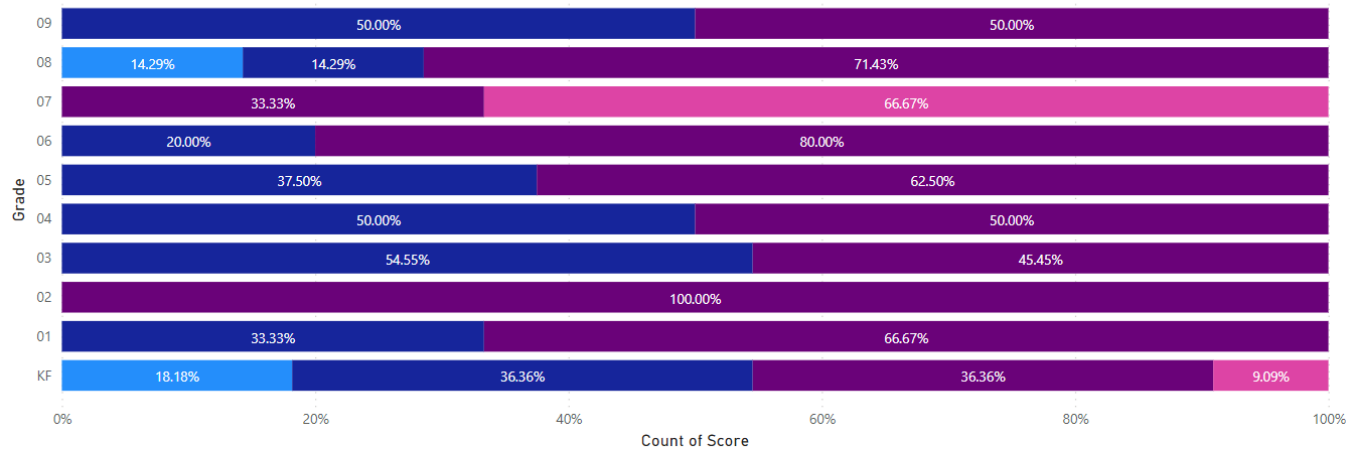


**School Wide Read - Spring** ↑

District Assessment Scores



Score 1 2 3 4



District Assessment Scores (Whole School)



**School Wide Write - Spring** ↑

2022-2023 Goals and Focus Areas:

- Improve and/or maintain the number and percentage of students meeting or exceeding expectations in literacy
- Use the DART, EPRA and SWW and FSA results to guide our practice and inform our the choices of classroom strategies to increase results for the Spring snapshot.

## Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Provide diverse opportunities to show learning
    - Oral
    - Art/paper pencil
    - Digital
    - Different mediums
  - Provide diverse opportunities to create a safe sharing space
    - What does a safe environment look and sound like?
      - 2 stars and a wish-allows student to frame responses in a language that is easier to here and learn from
      - Adult body language and voice tone more welcoming
      - Growth mindset
      - Audience skills for the students
- Actions for Enhancing Staff Capacity & Learning
  - Encourage participation in the SD27 Learning Series
  - School members attending Learning Series (Language Arts) Pro-D and sharing with staff
  - Collecting and analyzing information from EPRA, DART, SWW and FSA to see if there are specific areas of focus requiring further support for students not Meeting or Exceeding.
  - Is what you are using research based?

## **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

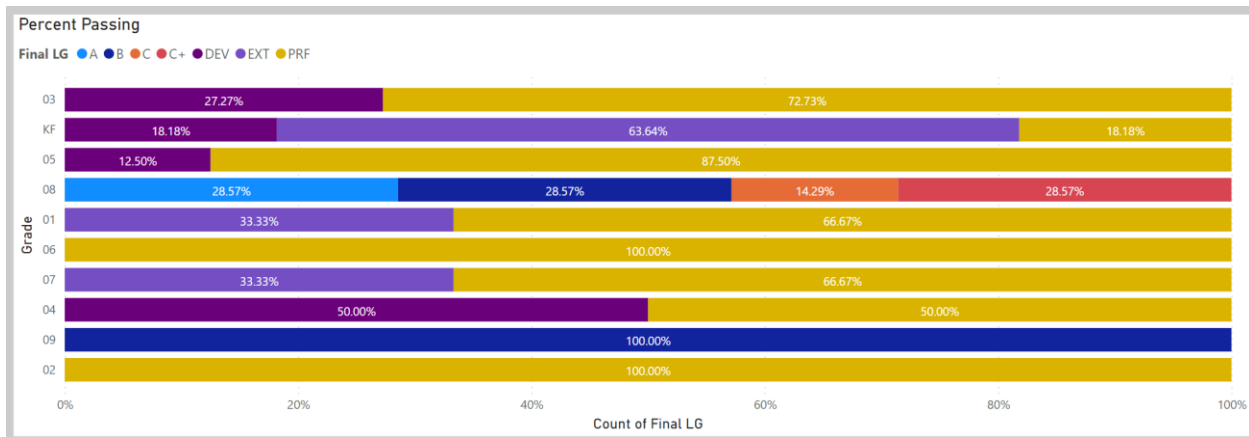


Figure 2 Mathematics Final LG

### 2022-2023 Goals and Focus Areas:

- Improve and/or maintain the number and percentage of students meeting or exceeding expectations in numeracy

Strategies and Structures:

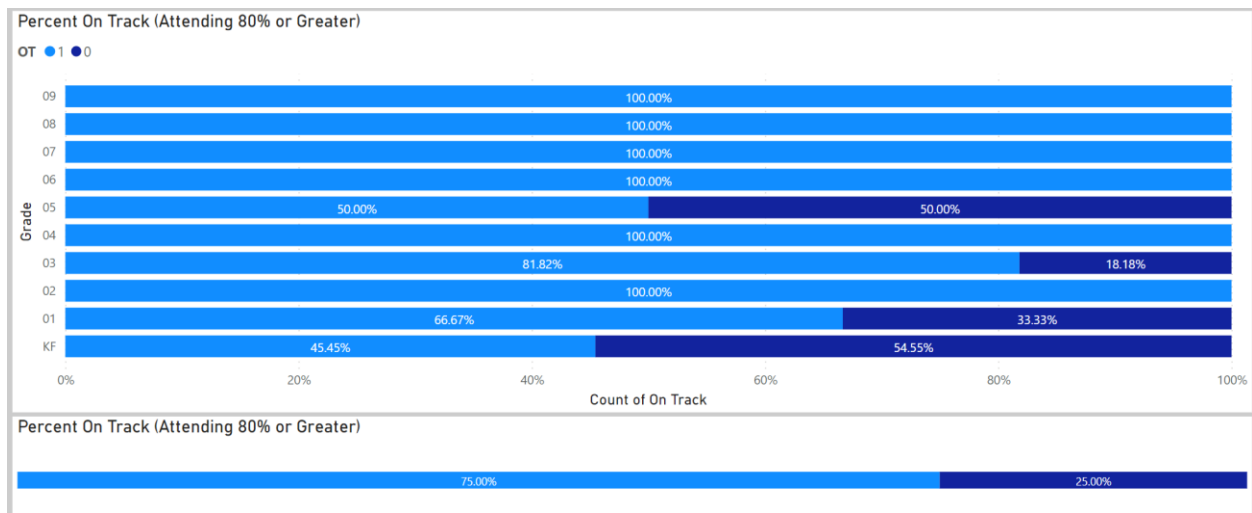
- Actions for Enhancing Student Learning and Experience
  - School wide focus on Thinking Classrooms (Peter Liljedahl) instruction
  - Small group in-class support for identified gaps in number sense or extension of learning
- Actions for Enhancing Staff Capacity & Learning
  - Collecting and analyzing information from Vernon Screener, Vancouver Island Assessment and report card marks to see if there are specific areas of focus requiring further support, especially for students **not** Meeting or Exceeding.
  - School members attending Learning Series (Mathematics) Pro-D could share with staff

## Human and Social Development

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

#### 3.1 Attendance

2021-2022 Results:

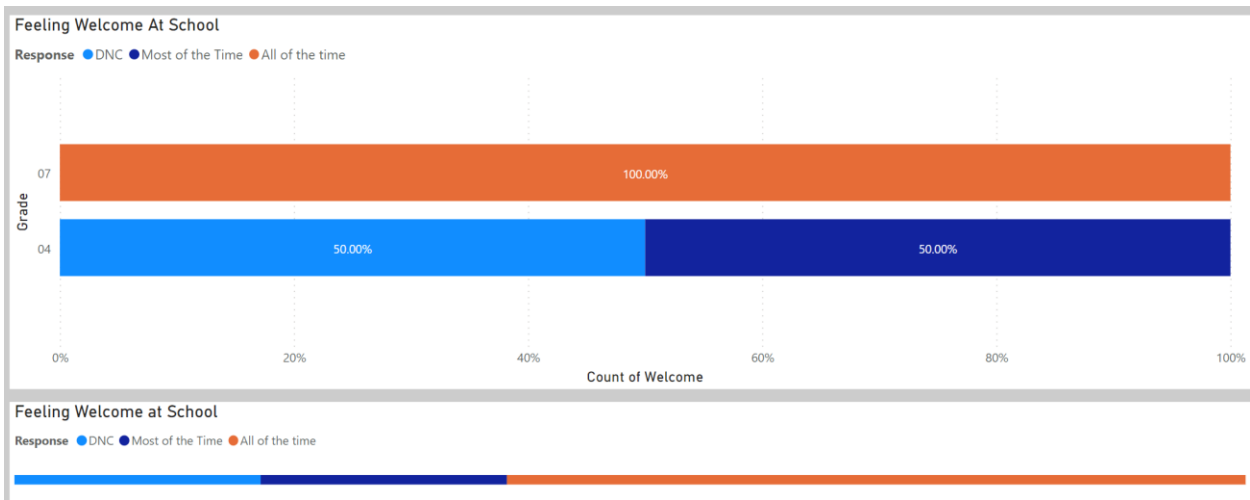


- Percentage of students attending 80% or greater end of June 2022:
- 2022-2023 Goals and Focus Areas:
  - 100% of students attending 80% or greater end of June 2023
  - Continue to increase parent’s and student’s knowledge that being away due to sickness is okay and not all missed work needs to be completed. Teachers will choose a more impactful strategy to have the student complete the most important of the missed work.

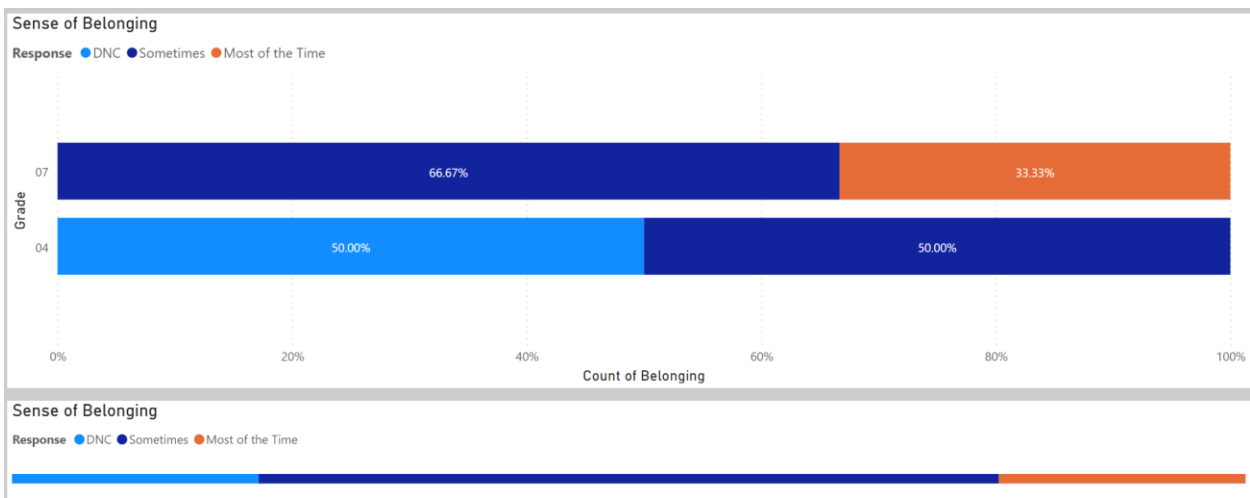
#### 3.2 Connection to School

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

- Provide events for students to participate as part of the decision making in the school
- Provide interactions between older and younger students to support peer mentoring

### Strategies and Structures

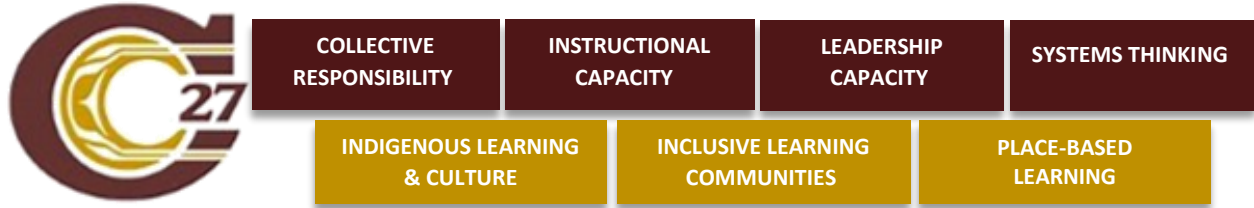
- Actions for Enhancing Student Learning and Experience
  - Students participate in student council
  - School wide events (fun days, chess tournament, multigrade one day projects, buddy reading, presentations for parent audiences)
- Actions for Enhancing Staff Capacity & Learning
  - Praising students for participation in planning and hosting events
  - Being “present” in all conversations
  - Giving students a sense of “Hope” when things do not appear to be going well.

## **Career Development**

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

- Our approach will be helping the students discover their strengths and likes through exploration, discussion, and presentations. Using the events in the Sense of Belong area to Segway into helping students view themselves and their successes.

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

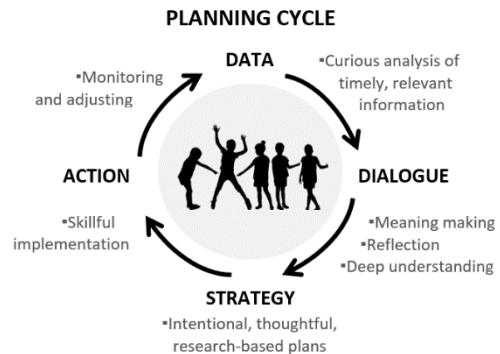


### Collective Responsibility

- If students have are absent from school for 3 days in a row, the school/teacher will check in with the family/student (unexcused absences).
- Positive phone call home on a monthly basis
- School Based Team – we are building understanding with the process and the responsibility as a group.
- School goals are aligned with the needs of the school and the district plan

### School Team Planning Cycle

- Monthly staff meeting. All staff will be invited
- Collaborative team meetings when required before/after school
- School based team meetings to address the needs of the students.
- Meet with staff after reporting periods to go over how the results are showing the forward movement of the goal areas.
- “Are we on track?” is the main question we ask.



### Glossary

EPRA/DART – performance-based reading assessments to guide instruction for K-2 (EPRA) and grade 3-9 (DART) students

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students.

FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and Numeracy.

Guided Reading/Math – small group instruction where a teacher supports each student’s developments at increasingly challenging levels of difficulty

INA – Island Numeracy Assessment – an intermediate math assessment to align numeracy assessment practices with current numeracy learning expectations of BC students

Peter Liljedahl – A professor of mathematics who regularly consults teachers, school districts and ministries of education on issues of teaching and learning, thinking classrooms, assessment and numeracy.

PLC – Professional Learning Community

SBT – School Based Team: A team led by the principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students.

Stuart Shanker – a well known and respected expert in the role of self-regulation in mental and physical well-being and academic achievement

SWW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-7 every fall and spring.

Vernon Screener – a K/1 math assessment to determine understanding of basic math skills

Wild Schools Program – a whole school program supported by the Habitat Conservation Trust Foundation to support outdoor and place-based education