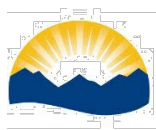




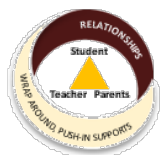
École 100 Mile Elementary



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.



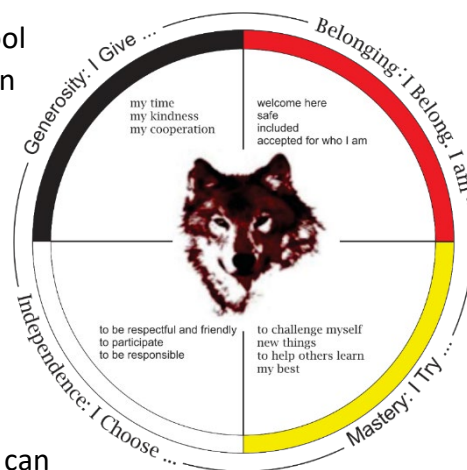
SD 27 Framework for Collective Responsibility: support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



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.

School Description

École 100 Mile Elementary is a dual track K-7 elementary school located on the traditional unceded territory of Shuswap Nation in the village of 100 Mile House, British Columbia. We have approximately 320 students enrolled across nine English divisions and five French Immersion divisions. Approximately 20 percent of our student population identify as Indigenous. 100 Mile Elementary is proud to serve the community and takes great pride in their academic programs. The staff is committed to ensuring that all students have meaningful learning experiences rooted in place-based and outdoor learning opportunities in which all students feel welcome and can succeed.

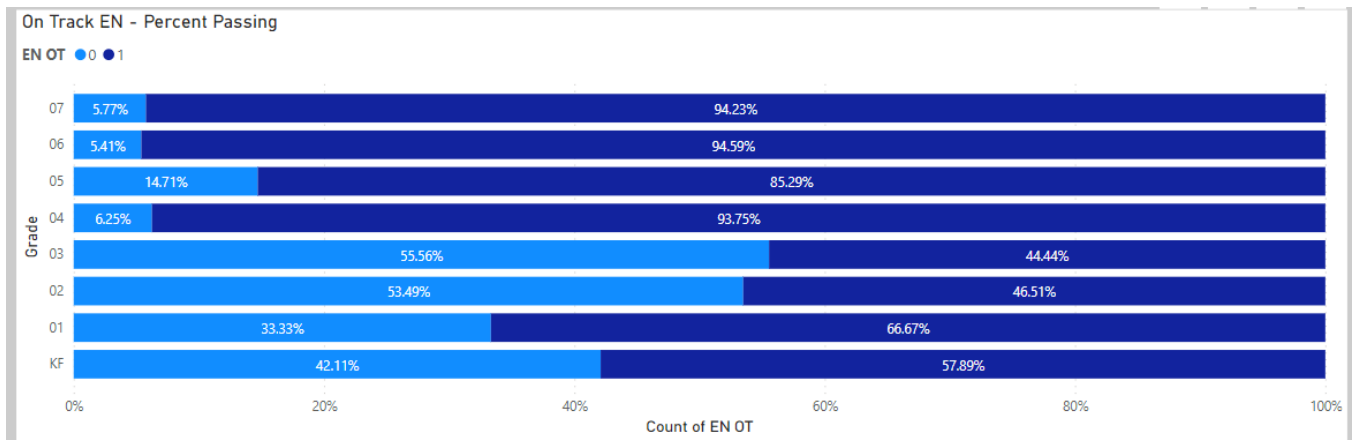


Intellectual Development

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:

- All students are On Track in literacy by June 2023
- Improve the number of students grades 1-7 meeting or exceeding expectations in writing (2.5 and better)
- Improve the number of students grades 1-7 meeting or exceeding expectations in reading

Strategies and Structures:

- **Actions for Enhancing Student Learning and Experience**
 - Strength-based approach to deepening literacy skills and abilities by valuing and planning for multiple ways of knowing and doing.
 - Students will be presented with a variety of ways to comprehend and connect with literacy (reading, listening, viewing) and the opportunity to show what they know in multiple ways.
 - Students will be presented with a variety of ways to create and communicate (writing, speaking, representing) and the opportunity to show what they know in multiple ways
 - Incorporating First Peoples Principles of Learning into literacy plans and daily practice:
 - Learning is embedded in memory, history, and story
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
 - School wide focus on developing and strengthening reading strategies and comprehension when accessing text (evidence gathered through DART & EPRA - performance standards for criteria, feedback, and student reflection)

- School wide focus on helping students to improve their ability to develop and communicate main ideas and details in their writing (evidence gather through SWW - performance standards for criteria, feedback and student reflection)

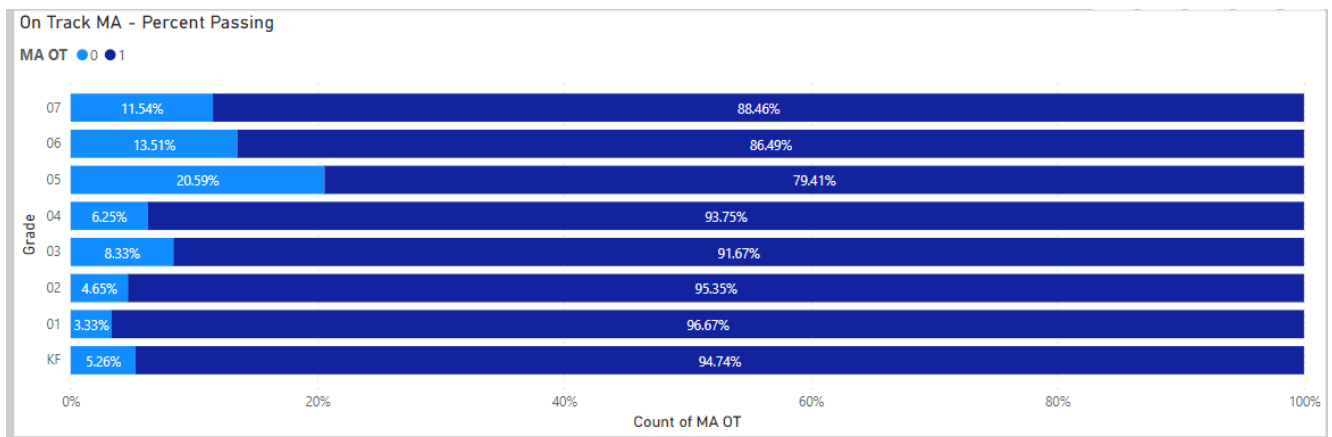
- **Actions for Enhancing Staff Capacity & Learning**

- Whole staff review of Language Arts curriculum and provincial standards to identify scope and sequence K-7 to anchor differentiated learning strategies
 - SWW & DART/EPRA anchor binder
 - collaborative opportunities for student centered planning for Language Arts (Term 1 planning tool, SBT meetings)
 - Term 1 planning tool as an anchor for communicating student learning
- Whole staff review of SWW and EPRA/DART results at staff meetings with discussion
- Collaboration and sharing at staff meetings regarding strategies to enhance written output from reluctant and struggling writers and strategies to enhance ability to independently use reading strategies and extend comprehension
- Sharing at staff meetings regarding excellent Indigenous, place-based, and/or outdoor learning resources, lesson plans, and ideas
- Weekly visits from the Wranglers participating in literacy-based activities in classroom setting (observation regarding student engagement)

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:

- Improve the number of students grades K-7 meeting or exceeding expectations in numeracy

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience

- Opportunities for collaborative approach to enhancing classroom instruction (release for teachers to participate in Carole Fullerton ProD and classroom observation, sharing resources and experiences regarding Thinking Classrooms by Peter Liljedahl)
- School wide focus on following a cycle of formative assessment for student centered instruction per concept introduced (activate prior and administer check for understanding to inform entry points at the beginning of each concepts, formative assessment strategies to guide instruction and scaffolding, use of curriculum to guide next steps and build understanding)
- School wide focus on multimodal approach to teaching math concepts for all students K-7 to strengthen number sense, make meaning, and extend understanding (hands-on manipulatives, real-life connections, modeling, diagrams, group work, peer teaching, connections in literature, visual aids, games, songs and rhymes, opportunities to practice using online games, assistive technology, etc)
- Actions for Enhancing Staff Capacity & Learning
 - Collecting and analyzing information from FSA and report card marks to see if there are specific areas of focus requiring further support, especially for Indigenous students.
 - Explore First Peoples Principles of learning in practices in math
 - Focus group continuing to explore ongoing learning and professional development with Carole Fullerton (in person workshops and resources and materials purchased by the school) and Thinking Classrooms (Peter Liljedahl)

Human and Social Development

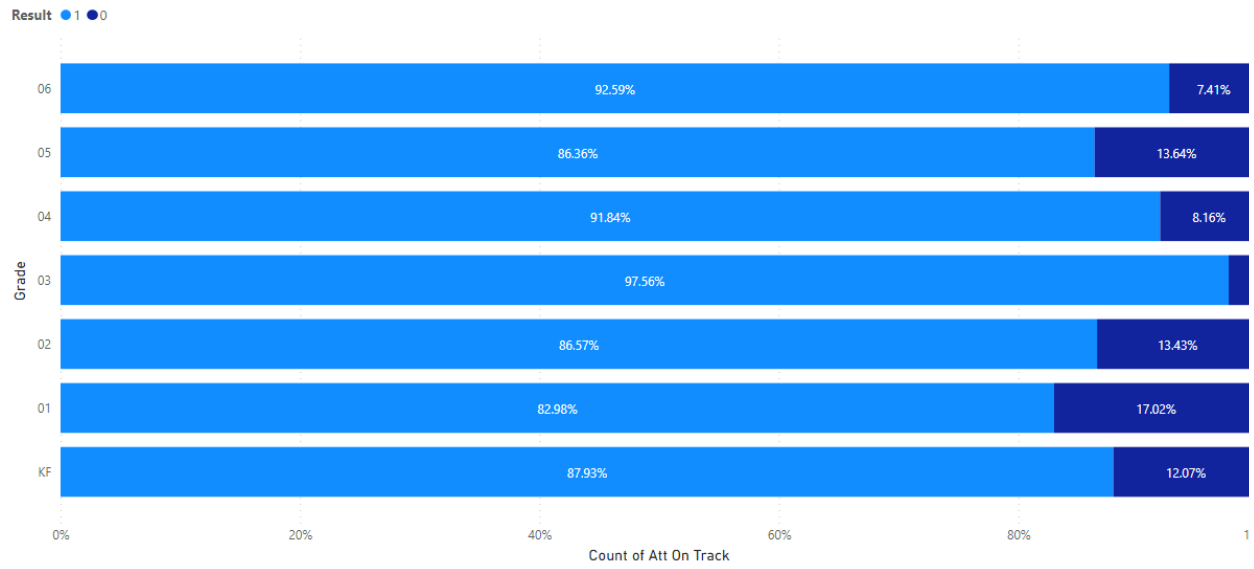
Educational Outcome 3: Students will feel welcome, safe, and connected to their school

3.1 Attendance

2021-2022 Results:

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

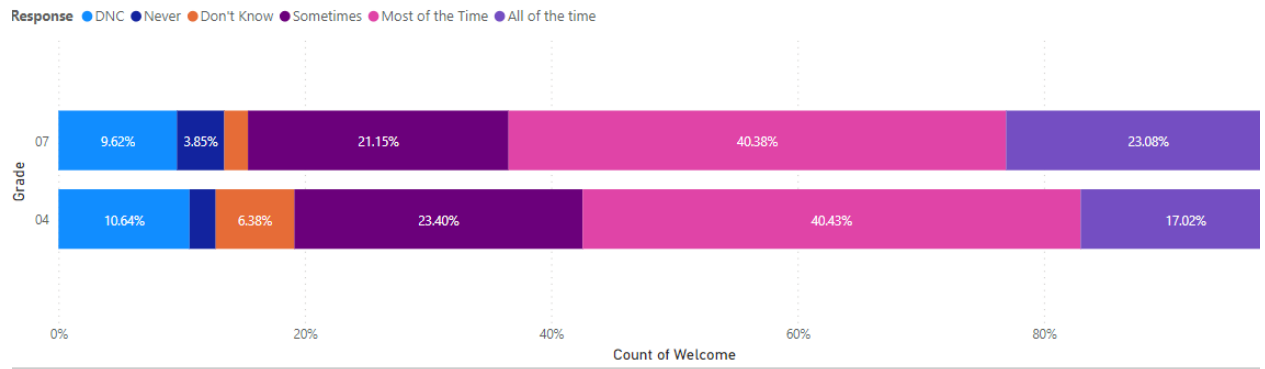
Percent On Track



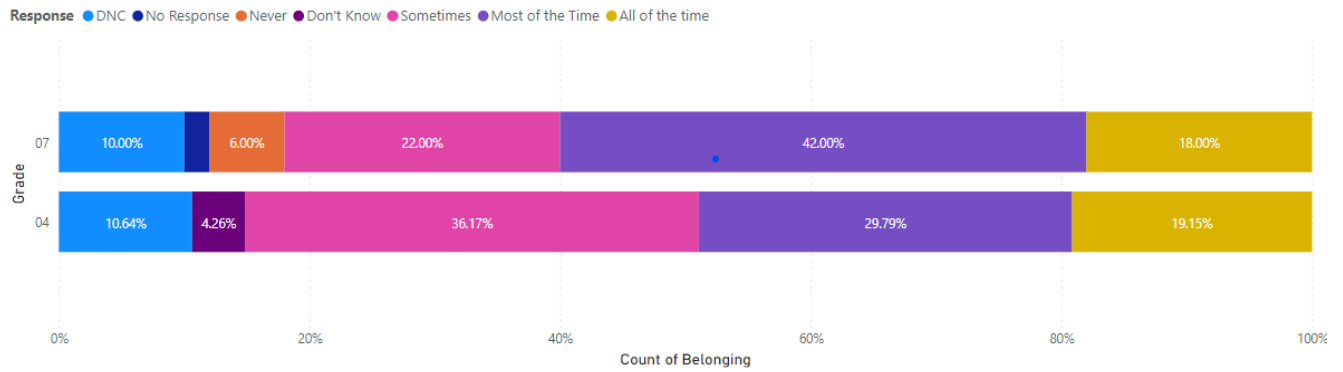
3.2 Connection to School

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

- 100% of students attending 80% or greater end of June 2023
- Increase attendance for Indigenous students K-7
- Increase number of students in all grades feeling welcome
- Increase number of students in all grades who feel they belong

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Commitment from teachers to follow-up on all unexcused absences that reach 3 days in a row. Supportive phone call inquiring about ways to support.
 - Be Like Buffalo Check Ins – students identified by teachers as those who will benefit greatly from having an adult other than their teacher to check in several times per week to say hi, show they care with the overall goal of building trusting relationships in the building for a wide support network.
 - Breakfast Club of Canada – daily breakfast table and option for soft start
 - Daily routines, structures, and lesson planning that model and teach mental well-being:
 - Student feedback and progress reported out on report cards
 - Trauma informed school approach to supporting all learners
 - Ease strategies
 - Erase tool
 - Enhanced shared commitment to Every Child Matters and honor, respect and kindness:
 - Monday morning land acknowledgement lead by students
 - 30th of each month – whole school wears orange / prize draws for classrooms who participate in activities and learning on or around the 30th of each month that supports truth and reconciliation

- Actions for Enhancing Staff Capacity & Learning
 - All staff to take in EASE training with conversations at staff meetings regarding strategies that are working in the classroom

- Collaboration at staff meetings regarding the curricular competency teachers will focusing on per term in the Mental Wellness strand of the Physical and Mental Health curriculum. Progress will be reported on in report cards and opportunities for student reflection to develop self-awareness will be provide
- Opportunities for teachers to engage in Safer Schools Training regarding trauma informed approach in schools
- SOGI Lead to share resources at staff meetings

Career Development

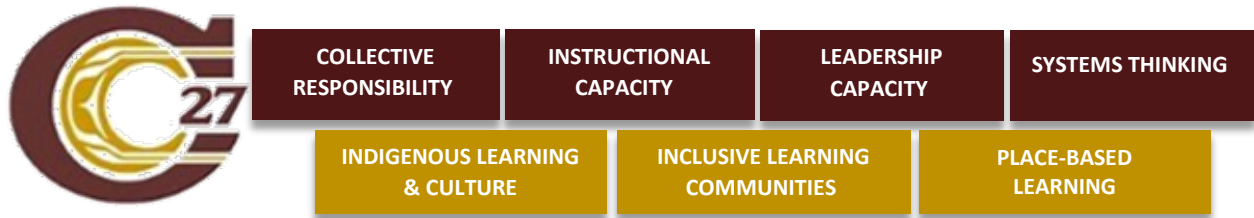
Educational Outcome 4: Students will have the core competencies to achieve their career and life goals.

Admin is working closely with staff to focus planning, instruction and feedback around developing curricular and core competencies. Fostering these skills will help students to transition into adulthood with the confidence and skills necessary to successfully contribute to society.

Focus Points:

- Today's curriculum places more emphasis on the deeper understanding of concepts and on the application of the processes than on the memorization of isolated facts and information
- Communicating student learning on a continuum / strength-based / can do model
- More emphasis on involving students in self-reflective processes – including the learner in the learning process / metacognition / self-awareness – done with not done to model.

Focus Areas Aligned with District Plan for Learner Success

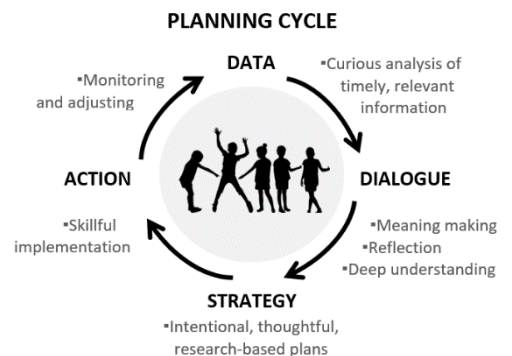


Collective Responsibility

Collective Responsibility
<ul style="list-style-type: none"> -School Goals – aligned with needs of the school and district strategic plan -School Based Team – build understanding within school community regarding process and purpose -School Based Team – inviting community partners and outside agency supports where appropriate -Enhanced communication with the education coordinator of local band -Open Communication with families – frequent parent contact, mandatory contact for students missing three unexcused days, (offering support, problem solving approach to attendance), notify admin and ISW when teacher is unable to connect with family -Strong Start – enhanced access to gym and library -Be Like Buffalo Daily Check-Ins – staff identify students who would benefit from frequent and regular check-ins from a staff member other than their teacher (safe and caring schools) -Openness to sharing plans for professional development - fostering collaborative & inclusive approach within school staff to enhance teacher efficacy and embed opportunities for informal leadership -Support Staff is invited to and paid to attend staff meetings, and other student support meetings -Participation in Kindie Connection – virtual and in-person communication with kindergarten parents to support the transition to school and better understanding and comfort with the school system -We Thinkers in primary classrooms – whole group learning designed to develop social competencies, self-awareness, self-regulation and collaborative and inclusive classroom

School Team Planning Cycle

- Monthly staff meetings (second Wednesday of every month) all staff notified and invited
- Learner support meeting and SBT meetings before and after school as needed
- Collaborative team meetings periodically after school, which include support staff, for enhanced communication and planning for student needs



Glossary

EPRA / DART –Performance-based reading assessments, designed in British Columbia, by cohorts of British Columbia educators, in response to teachers’ questions about how best to use assessment information to guide their reading instruction

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

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.

SSW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every fall and spring.

Carole Fullerton – mathematical thinking

We Thinkers – a resource from Social Thinking company that develops social competencies and essential life skills (targets ages 4-7). Designed for both typically developing children and those with social learning challenges.