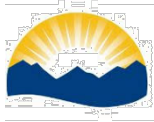




School Name: Columnetza Junior Secondary School



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 or diverse abilities.



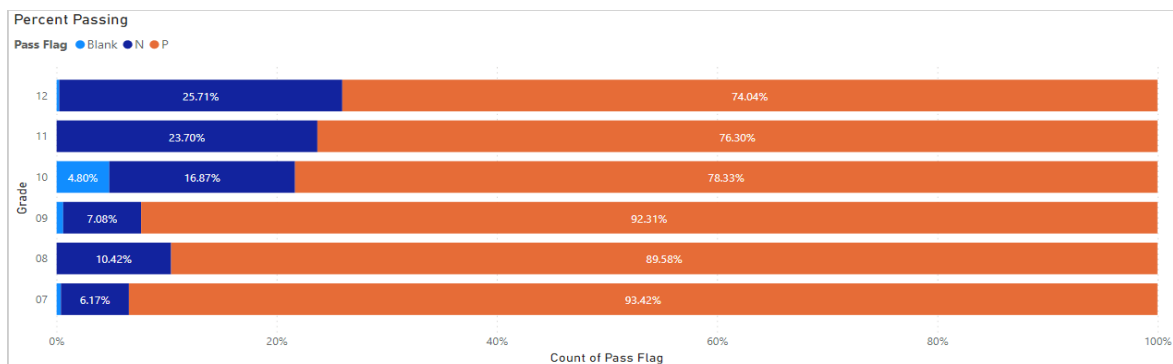
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

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

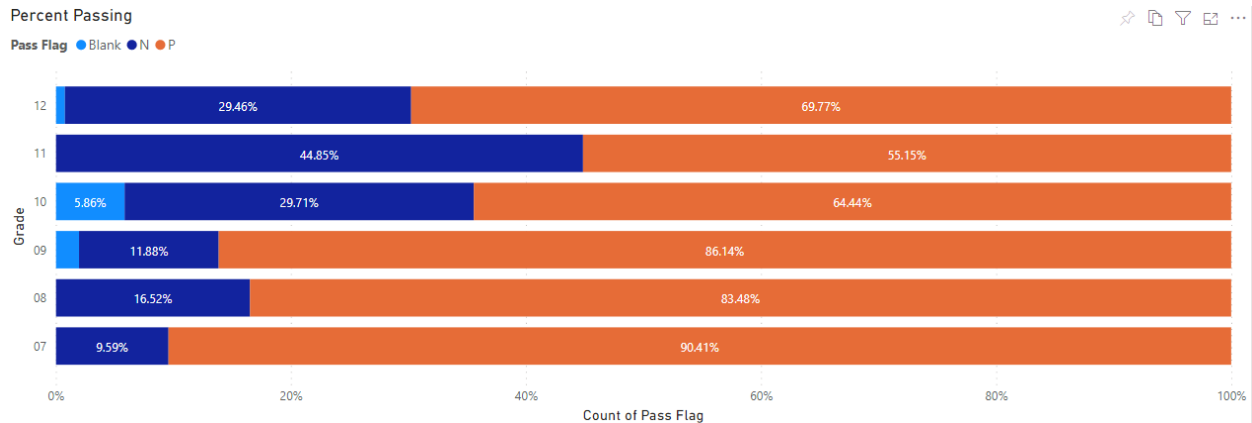
2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations based on report card data:



- Percentage of **Indigenous** students meeting or exceeding literacy expectations based on report card data:

2021-2022



2022-2023 Goals and Focus Areas:

- Improve the percentage of students meeting or exceeding expectations in literacy with particular attention to the Grade 8-9 area where results are lower
-
- Improve the number and percentage of Indigenous students meeting or exceeding expectations in literacy with particular attention to the Grade 8-9 area where results are significantly lower
-

Strategies and Structures:

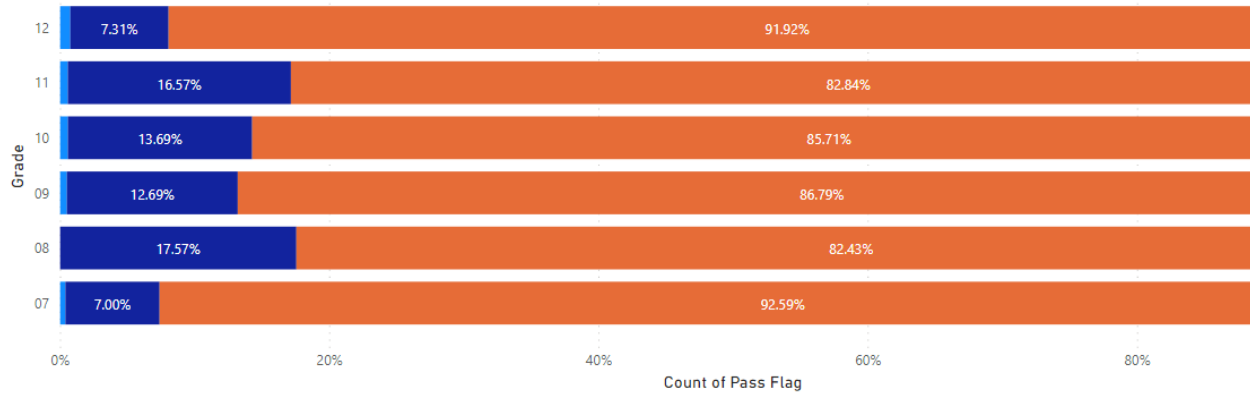
- Actions for Enhancing Student Learning and Experience
 - School wide focus on encouraging teachers to set aside silent reading time with a focus on reading strategies for lower level readers identified by teachers
 - Encourage teachers to set some time for their classes to access the library to sign out books to support in class reading
 - Purchase more library books that highlight Indigenous and French language and culture
 - Highlight vocabulary – in an effort to build knowledge and familiarity with course specific terms
- Actions for Enhancing Staff Capacity & Learning
 - Grade 7 staff review of ELA curriculum and provincial standards
 - PLC focus – Book review of ‘What great Teachers Do’

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

2021-2021 Results

Percent Passing

Pass Flag ● Blank ● N ● P

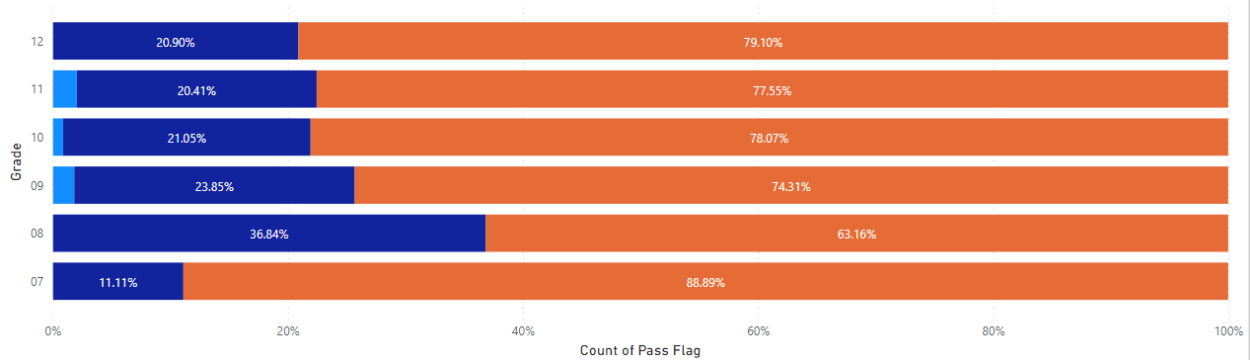


- Percentage of **Indigenous** students meeting or exceeding numeracy expectations based on report card data:

2021-2022 Results

Percent Passing

Pass Flag ● Blank ● N ● P



2022-2023 Goals and Focus Areas:

- Improve the percentage of students meeting or exceeding expectations in numeracy
- Improve the number and percentage of Indigenous students meeting or exceeding expectations in numeracy with particular attention to the Grade 8 area where results are noticeably lower

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Small group or in-class support for identified students with gaps in numeracy
 - Focus attention and highlight the use of vocabulary so all students are aware of what the course specific vocabulary means and how to use it properly.
 - Providing more engaging math classroom instruction as outlined by Peter Liljedahl
- Actions for Enhancing Staff Capacity & Learning
 - Reflecting on data from FSA and report card marks to see if there are specific areas of focus requiring further support, with a focus on Indigenous students.
 - PLC focus – Book review of ‘What great Teachers Do’
 - Hold regular meetings to review the principles behind the development and implementation of engaging classroom instruction

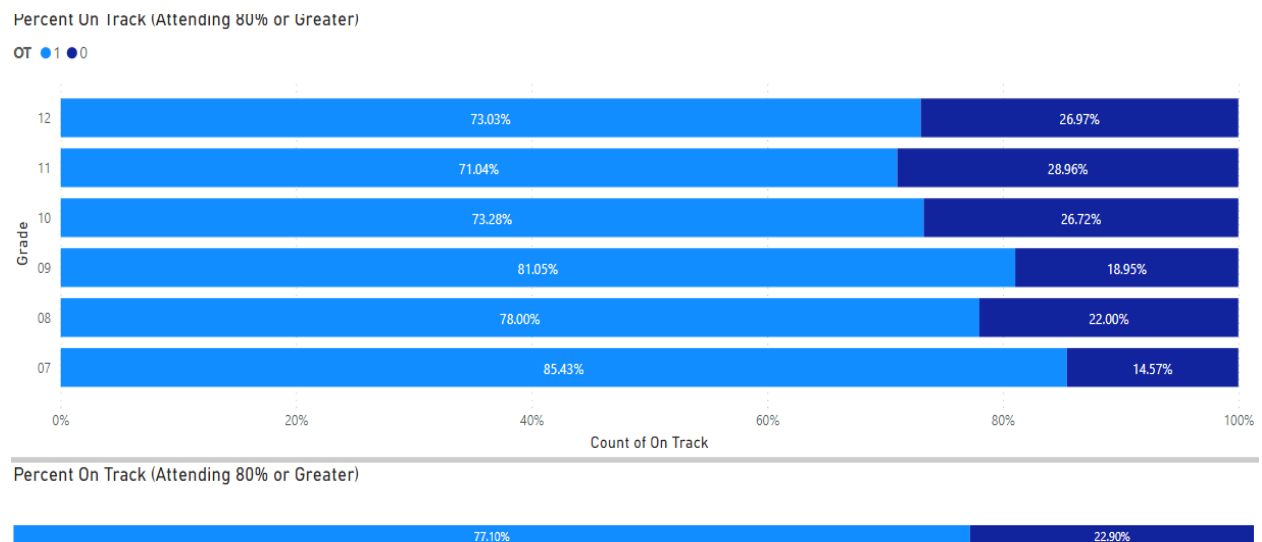
Human and Social Development

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

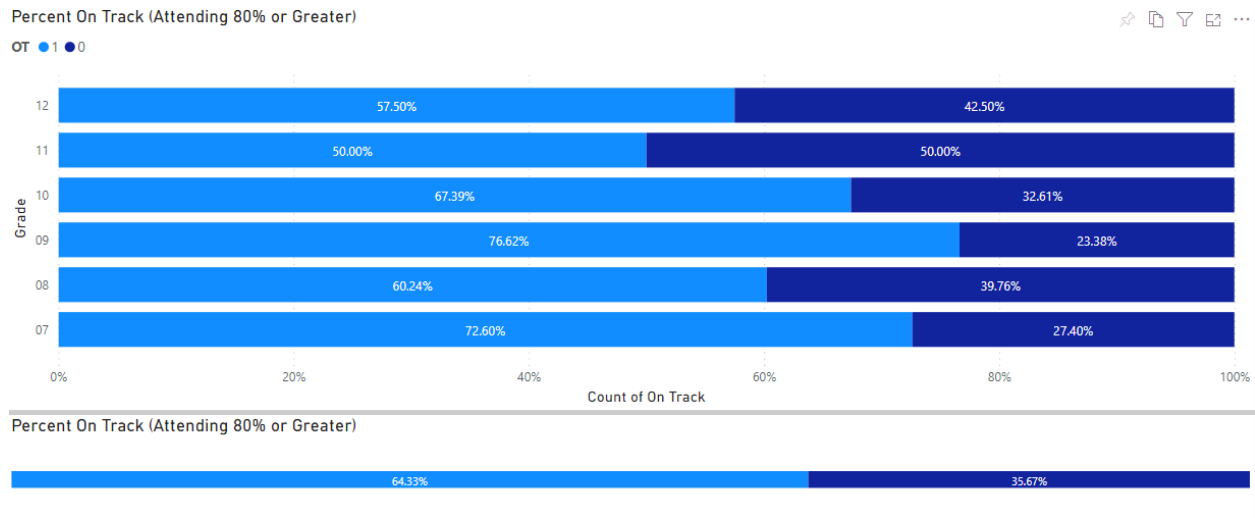
3.1 Attendance

2021-2022 Results:

- Percentage of students attending ,80+% at the end of June 2022:



- Percentage of Indigenous students attending ,80+% at the end of June 2022:



Goals and Focus Areas:

- 100% of students attending 90% or greater end of June 2023

Strategies and Structures:

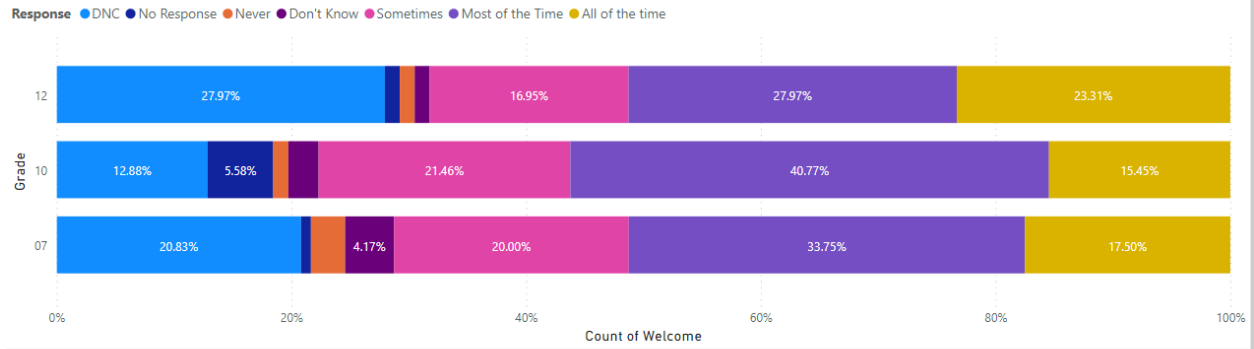
- Actions for Enhancing Student Learning and Experience
 - Staff and support First Nations students through the Indigenous language and culture room throughout the day, also in the mornings to receive healthy breakfast snacks
 - Afford First Nation Education coordinators a place to connect with the students on their caseload directly at the school once a week
 - Encourage all staff to call a parent at least 1/day and document the call in MyEd
- Actions for Enhancing Staff Capacity & Learning
 - Provide staff with annual refresher training on how to insert attendance properly.
 - Identify all students on an LEA

3.2 Connection

2021-2022 Results

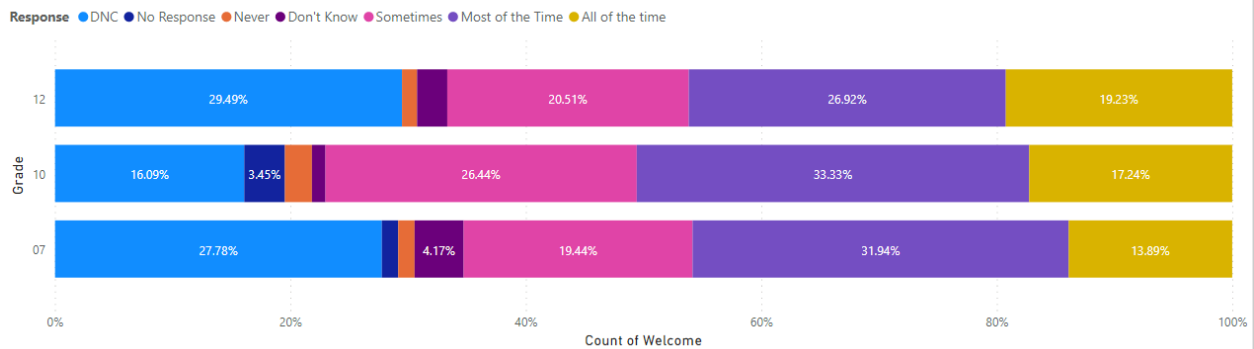
- Percentage of students in grades 7 who feel welcome in their school during 2021-2022

Feeling Welcome At School

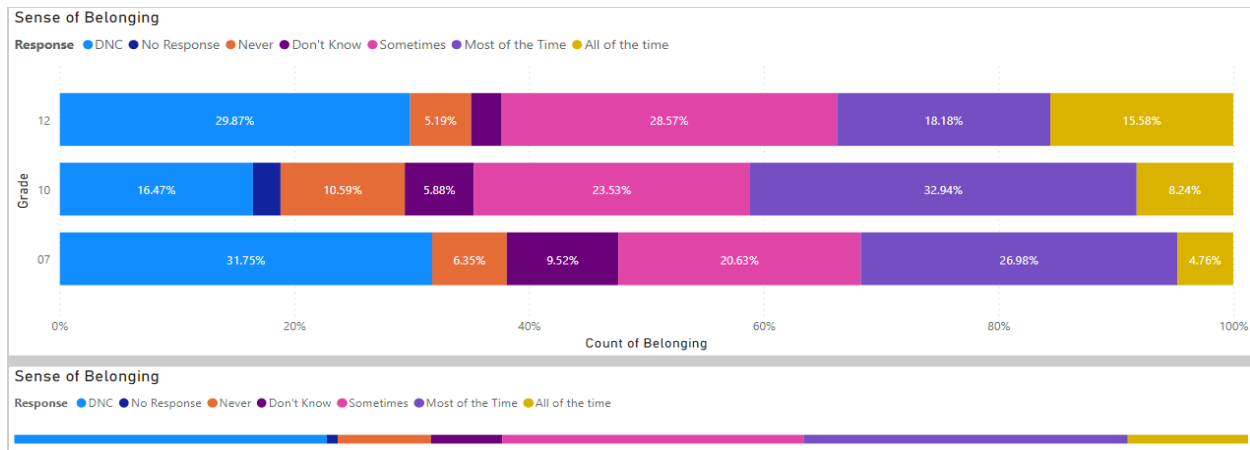


- Percentage of Indigenous students in grades 7 who feel welcome in their school during 2021-2022

Feeling Welcome At School



- Percentage of students in grades 7 who have a sense of belonging in their school during 2021-2022



Goals and Focus Areas

- Increase number of students, indigenous included, in all grades feeling welcome and a sense of belonging

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Increased number of calls home to parents by teachers to inform them of students with learning challenges and ways to support
 - Positive newsletter messages; regular meetings with SBT to review student performance and attendance with a commitment for follow-up with students of concern
 - Staff continue to welcome and interact with students at every opportunity to build a sense of welcome, caring, and belonging
- Actions for Enhancing Staff Capacity & Learning
 - PLC focus – Book review of ‘What Great Teachers Do’

School Team Meeting Schedule:

Sep-Oct-Nov: Introduce updated school planning model. Review results from 2019-2020 school year and fall assessments as a staff. Identify departmental focus and strategies and document specifics in the 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.

Feb: Review (FSA data) alongside report card marks and assessments. Celebrate successes and adjust strategies as required. Review term 2 report data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

May: Review term 3 report data as a staff. Celebrate success and modify focus areas as required.

May-Jun: Complete district assessments including EPRA/DART and School Wide Write (Grade 7 only). Review results and compare alignment with report card data collected from the previous terms. Review student learning survey results and plan response.

Jun: Review all available data for school for 2020-2021 school year.

Ongoing:

- School Plan for Learner Success as standing item on staff meeting agenda
- Regular SBT review of attendance and 'at risk' students referred by staff

Glossary:

ELA – English Language Arts

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.

Faye Brownlie – One of BC's most sought after literacy and learning experts. She works in staff development in BC, nationally and internationally.

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.

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.

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

Thinking Classrooms (Peter Liljedahl) – Dr. Peter Liljedahl is a Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. A "Thinking classroom" is a classroom that is not only conducive to thinking but also occasions thinking, a space that is inhabited by thinking individuals as well as individuals thinking collectively, learning together, and constructing knowledge and understanding through activity and discussion. It is a space wherein the teacher not only fosters thinking but also expects it, both implicitly and explicitly.