

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

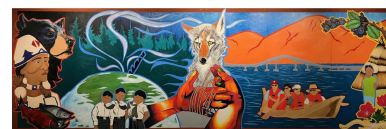
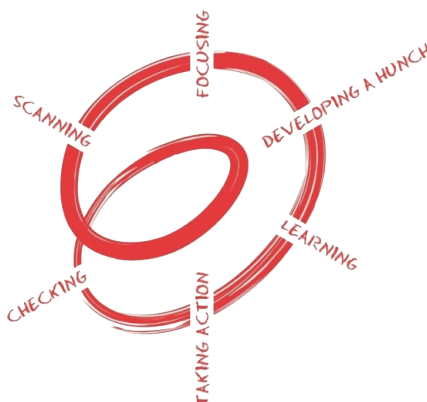
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shilow Belliveau
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Raymer Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Central Family of Schools

Overall School Population: 306

Student Population Indigenous: 34

Student Population, Children in Care: 3

Student Population, SPED: 31

Student Population, ELL: 85

Principal: Kyla Babcock

Grade:

- ☒ K
- ☒ Gr. 1
- ☒ Gr. 2
- ☒ Gr. 3
- ☒ Gr. 4
- ☒ Gr. 5
- ☒ Gr. 6

Number of Administrators: 1

Number of School-Based Teachers: 18

Number of School-Based Support Staff: 20

School Community Student Learning Plan

School Learning Story

Background:

In 1948, since doors first opened, Raymer Elementary has had a sound tradition of promoting and celebrating a safe and caring environment for all to succeed, to develop foundational skills in math, literacy, and the arts, and to foster a joy of learning. As within families, our Raymer family strives to celebrate each child's unique abilities, talents, and individual learning journey. Efforts to foster a growth mindset have and continue to send the message that all students are valued and encouraged to grow to be their best selves each day. Our learning community, which stems from a rich range of backgrounds, celebrates Raymer's vibrant diversity and continues to expand students' understanding of what makes us us. Goals center on equipping our young people to become productive, empathetic and socially responsible citizens who are successful and enjoy their lives in an ever-changing technological, fast-paced society. Building positive relationships with students is at the heart of everything we do!

In the fall of 2016, we embarked on a journey, together as a community of learners to address the Core Competencies within the B.C. Redesigned Curriculum. Guided by OECD principles, we created clear learning intentions with a focus on big ideas and learning targets, the Central Okanagan School District's Attributes of a Learner, and engaged ourselves with Spirals of Inquiry, a scanning processes with staff and parents. A common thread was revealed! Social emotional learning (SEL) and self-regulation would be key to learning lots around growth mindset.

Beginning 2018-2019, we focussed on developing efforts around growth mindset reflecting upon, exploring and embedding sound assessment principles and attention to criteria for quality communication of learning. July 2018 and 2019, a team of Raymer educators attended the Anne Davies' and Sandra Herbst's Assessment Symposium in Courtney, BC, to seek guidance for aligning Raymer's assessment practices, K-6. With the expert coaching of widely respected researchers and valued leaders at the symposium, Raymer's Lighthouse Team went to work designing a "made for Raymer" strategic plan. Using numerous questions, answers, and plentiful feedback, our team successfully developed a proposal of a common school-wide assessment scale, kindergarten to grade six. In addition, with the appreciated help of Davies and Herbst, our team was able to share examples of how we might set up learning portfolios and three-way conferences as forms to highlight learning and to consider seven key criteria for quality assessment practices that align wonderfully with Central Okanagan Public School's Criteria for Quality Communication of Student Learning.

Individual digital e-portfolios were established for Raymer students at the district level connecting with FreshGrade. Together teachers and students strive to capture authentic and meaningful learning opportunities to show growth over time. Evidence of learning may be observed through photos, videos, audio recordings and/or notes and, at the same time, parents, guardians and other family members have been encouraged to contribute feedback to their child's e-portfolio.

From 2020, Raymer has embarked on a journey focused around supporting our students as literacy learners. We have co-constructed what it means to be a Raven and what we as adults want and believe teaching and learning to look like, sound like and feel like for our students. From here we discovered the urgency in supporting our students as readers and writers and so our journey of collaborative conversations and professional learning emerged for our writing classrooms. This year we have shifted to supporting our understanding of our students as readers - we are excited to see where they fly!

School Community Student Learning Plan

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

In September of 2020, a review of the literacy process, how data was being collected as well as the assessment tools that were being used were analyzed. In January, 2021, all staff was scanned to determine their needs to support their learners, their hopes for their learners and their next steps for support. Students were scanned to understand their thoughts and feelings about being a learner at Raymer.

2024: After supporting our reading and writing learnin priority - we scanned staff and students to determine our next levels of work in this priority. With our staff we asked the following questions: What strengths do you see in your students as readers/writers? What stretches do you see in your students as readers/writers? What systems/structures has supported your readers?writers? What are you curious about in supporting your readers/writers? We asked 10 students from each class the following questions: How do you feel about reading/writing? What do you like about reading/writing? What is tricky about reading/writing?

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Google Form provided to all staff and then individual interviews	2024 trends: 1. writing - need for calibartion in understanding writing skills 2. reading - vocabulary development 3. supporting our ELL learners with their English
Student achievement data	Collected and updated all ELP data Analysis of ELP data	Systems and structures needed alignment and continuity for use and purpose.
Other	Observations (formal and informal) and conversations with students and teachers	Many dysregulated students who were faced with various challenges and displayed difficulty exhibiting coping skills. Plans/structures/routines to support individual priority students. Many students lacked growth mindset skills.

Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Literacy: Systems and structures needed alignment and continuity for use and purpose.

Student Learning Goal 1:

Through intentional instructional practice and classroom structures, our Ravens will strengthen and deepen their understanding of their reading skills.

School Community Student Learning Plan

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Curricular Competencies: Reading

Core Competencies

- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM Benchmarks/ELP Assessment	Students within the yellow and red on the pyramid of intervention receive additional support and instruction on targeted skills - push in and pull out support

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Scanning of students to understand their perspective on themselves as a reader	All students who were scanned initially will be rescanned at the end of the year - a wide range of students with diverse needs and backgrounds were selected

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Observations and small group instructions	Formative assessments based on small group instructions, observation and targeted skills used to be responsive to individual needs

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Incorporating reading structures and strategies in classrooms (components of a balanced reading program)	Will scan staff to understand what they have learned to support their readers and what their next levels of learning might be to support all priority students and diverse classroom compositions

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	LDI Program and Phonological awareness support through LDI teacher	Students who required additional instruction and intervention outside of school supports were identified to the LDI program - level B assessments were used to dig deeper to inform instructional practice and target skills - with information and strategies shared with classroom teachers

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Staff Meeting conversations and learning around literacy instruction (reading/writing) supported by Parvina Adrienne Gear webinars
Lit Team collaborative learning sessions that occur every six weeks
UFLI professional learning
Workshop with Heidi Mesmer focusing on foundational literacy skills and phonics
Early learning team member (Parvina) supporting during collab time supporting literacy structures, systems and instructional practices

School Level Strategies and Structures:

Paired prep time
Collab time
Push in Literacy support supporting tier 1 learners and staff
Pull out support for tier 2 and 3 learners
LDI program
ELL support
Whole school alignment with instructional literacy practices
Book room and book carts for equitable access for all (teachers and students)

Classroom-level Instructional Strategies:

Daily 5
Guided Reading
Phonological awareness
Writing workshop
Readers workshop
phonics instruction

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

We will be collecting student data in June both qualitative and quantitative so will be able to reflect on impact after this point

As a small literacy team we created questions to ask both our staff and students. This was challenging for us circling around what questions would provide us with the information we needed. We eventually landed on the the four questions for staff/students shared in the school scan section.

Recommendations for next steps for this School Student Learning Priority:

Continue understand how to create classrooms and structures that support a diverse literacy understanding - differentiating where necessary

We did conduct an empathy scan this year and have highlighted trends gathered from triangulated data collection: we will work towards continuing to align our learning in supporting writing, vocabulary/spelling development and building our ELL student's literacy acquisition

School Community Student Learning Plan

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Literacy: Systems and structures needed alignment and continuity for use and purpose.

Data collected for writing was inconsistent both in the fall and in the spring. Various assessment tools were used.

Student Learning Goal 2:

Through intentional instructional practice and classroom structures, our Ravens will strengthen and deepen their understanding of their writing skills.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Curricular Competencies: Writing

School Community Student Learning Plan

Core Competencies

- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Explain/recount and reflect on experience and accomplishments



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	empathy scan with students and staff	ensuring that a wide range of abilities, backgrounds, social economic, ethnic, indigenous learners were selected

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	ELP data, writing continuum documentation	will look at entire school data

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Taking Action and Learning

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Workshop with Heidi Mesmer focusing on foundational literacy skills and phonics
Learning on writer's workshop, story workshop
Early learning team member (Parvina) supporting during collab time supporting literacy structures, systems and instructional practices

School Level Strategies and Structures:

Paired prep time
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Pull out support for tier 2 and 3 learners
LDI program
ELL support
Whole school alignment with instructional literacy practices
Book room and book carts for equitable access for all (teachers and students)

Classroom-level Instructional Strategies:

Daily 5
Phonological awareness
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Readers workshop
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Plan Reflection

Principal Reflection:

This year we engaged in our student learning priority conversation, this was a wonderful opportunity for our team to reflect upon the learning we as a school community have engaged in to support our Ravens. We continue as a team to engage in conversations and learning to align our understanding and practice to support both our reading and writing priorities. With the increasing shift in demographics and diversity within our school over the last few years, we have really felt the need to dig deeper in understand what systems and structures we can put into place not only for our English speaking students' literacy growth but also our students who have English as a second language. Along with an academic focus comes the desire to ensure all our Ravens feel a sense of belonging within our school. This continues to be an area we will collaborate and look to support tier 1 social emotional learning within our school.