

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:

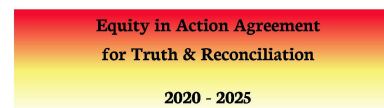
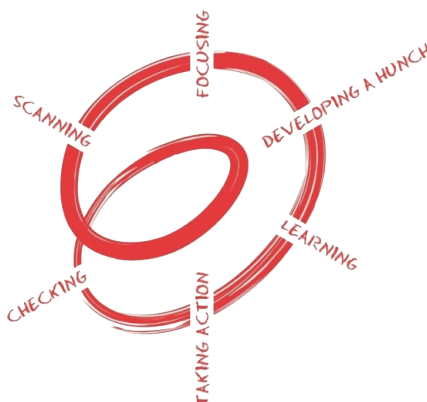
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



Lil'Blue - Shilow's Dream
Sheldon Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity



School Overview

School: Dorothea Walker Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: Dual Track French Immersion

Family of Schools: Lake Country/Mission Family of Schools

Overall School Population: 306

Student Population, SPED: 11

Student Population, ELL: 24

Principal: Marie-Josée Bedard

Grade:

☒ Gr. 3

☒ Gr. 4

☒ Gr. 5

☒ Gr. 6

Number of Administrators: 1

Number of School-Based Teachers: 20

Number of School-Based Support Staff: 8

School Community Student Learning Plan

School Learning Story

Background:

Following the restructuring of the school, narrowing its scope to serve students from Grades 3 to 6, we decided to focus on supporting our students' social awareness and social responsibility skills while also developing digital literacy and digital wellness. By focusing on these areas, we hope to develop an even greater sense of community and belonging while students become increasingly capable of solving problem, supporting an inclusive environment and recognizing their own feelings, actions, and impact on others. We also want our students to be able to use technology effectively and safely, both for learning and for communicating their learning and to communicate learning. We have spent time discussing, sharing ideas, and learning how we can further support student growth, and how we can monitor their development.

School Scan

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?):

Our Grades 3-6 students use technology regularly to support learning. Scans with staff, students and parents indicated that increasing students skills in this area would be beneficial to support ongoing learning and safe use of technology.

Student Learning Goal 1:

All students will continue to progress with their digital literacy skills and digital wellness (knowledge, skills and dispositions).

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](#):

Curricular Competencies: Applied Design, Skills, and Technologies: Applied Skills: Use materials, tools, and technologies in a safe manner and with an awareness of the safety of others, in both physical and digital environments.

Applied Design, Skills, and Technologies: Applied Technologies: Use familiar tools and technologies to extend their capabilities when completing a task. Choose appropriate technologies to use for specific tasks. Demonstrate a willingness to learn new technologies.

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Acquire, interpret, and present information
 - ☒ Collaborate to plan, carry out, and review constructions and activities
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Well-being
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher Observations	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Survey/Self-Assessments	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Teacher Rating and Assessment	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

We are currently focusing our efforts at the classroom level and responding to the needs of each group of learners. Teachers are identifying needs, sharing ideas and learning new strategies to better support learning.

School Level Strategies and Structures:

- using our weekly collaboration time to support teacher inquiry, teachers explore various ways to support students with technology use
- staff uses staff meeting time to share their learning with each other
- teachers who are part of the district Tech Team also share their learning and ideas with teaching staff

Classroom-level Instructional Strategies:

Direct Instruction and student hands-on learning

- teachers/students explored and learned about plagiarism and explored strategies to assist students with their research
- teachers/students explored different applications such as Stop Motion
- teachers/students explored coding using Finch Robot, Lego Robotics and other devices

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	Our school, along with the school district believes in nurturing and growing a Digital Learning Culture for our students. A culture: - that focuses on leveraging technology in meaningful ways to deepen student learning; - where students are growing an adaptive technological skill set that empowers them to critically think, collaborate and communicate powerful ideas; - where students shift from being consumers to creators; - where students are focusing on their own digital health and wellness by actively engaging in the development of the knowledge, skills, and dispositions needed to live well in a digital world

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Finch Robots were purchased	2000

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Checking for Impact

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

Student surveys show that most students feel they can use technology safely; however, approximately 15-20% of our learners are not yet comfortable using technology to learn new concepts or represent their learning. Teacher rating and observations reflect a similar trend, and also indicate that the younger learners in our school need more support in these areas.

Recommendations for next steps for this School Student Learning Priority:

We will continue to work on this School Student Learning Priority for the coming months with a greater focus on student use of technology both for learning and for sharing their learning. We will explore how both older and younger students could support each other to further strengthen their digital literacy and digital wellness.

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?):

Our scans indicated that students continued to experience difficulty solving problems peacefully, creating an inclusive environment, and being aware of the impact of their actions and choices on those around them.

Student Learning Goal 2:

All students will continue to progress with their Social Awareness and Responsibility 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

Core Competencies

- ☒ Positive and Personal Cultural Identity
- ☒ Personal Awareness and Responsibility
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Valuing diversity
 - ☒ Building Relationships



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	MDI	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Surveys	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Teacher Rating and assessment	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Surveys	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Teachers worked together to narrow down specific learning intentions and strategies to support student learning with social awareness and social responsibility. Teachers with more expertise shared knowledge and strategies. Common targets and language were adopted.

School Level Strategies and Structures:

In small groups, teachers determined structures and strategies that would be most effective for the group(s) of students in their class. They explored strategies and shared with their colleagues.

Classroom-level Instructional Strategies:

Teachers and staff provided direct instruction on strategies to self-regulate emotions, on problem solving and maintaining friendships. These were sometimes large group lessons, while at other times, these were targeting small groups to help with friendship and problem solving.

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	Social emotional learning (SEL) is the process of acquiring skills and knowledge to help us understand and manage our emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is broken down into five interconnected competencies that build on each other: 1. Self-Awareness 2. Self-Management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision-Making This year, Dorothea Walker Elementary has focused on Self-Awareness and Social Awareness.

Checking for Impact

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

In both our surveys and our teacher ratings; a majority of our students demonstrate the ability to maintain healthy relationships, use strategies to regulate emotions and solve problems peacefully. Most of our students also express that when others have different ideas or point of views that they become curious as this is an opportunity to learn. MDI results illustrate that 92% of our Grade 5 students demonstrate high or medium pro-social behaviors and 88% express having high or medium self-regulation abilities. Although 93% of our Grade 5 students express medium to high level of connectedness with an adult at school, 31% report that there are no important adults for them at school. The MDI also illustrates a high level of peer connectedness and friendship intimacy amongst our Grade 5 students.

Recommendations for next steps for this School Student Learning Priority:

For this learning priority, next steps will be to reflect on our strengths and our student needs to determine how to best support a sense of belonging and connectedness with both peers and adults. It would perhaps be wise to focus on increasing student psychological safety by increasing the acceptance of diverging ideas and opinions while also improving the student-adult relationships so that more students recognize adults who are important to them in our school.



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