

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:

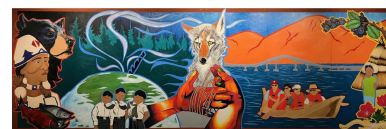
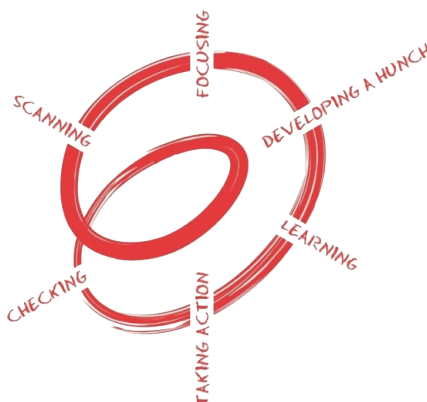
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Sgilew Dullience
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Manual Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Ellison Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 221

Student Population Indigenous: 32

Student Population, Children in Care: 0

Student Population, SPED: 21

Student Population, ELL: 13

Principal: David Coats

Grade:

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

Number of Administrators: 1

Number of School-Based Teachers: 13

Number of School-Based Support Staff: 10

School Community Student Learning Plan

School Learning Story

Background:

Ellison is a wonderful place for students and staff to come together to learn. With a vibrant school community that supports the needs of each of the unique learners at Ellison, students have a multitude of opportunities to explore their passions, set goals for themselves, and reach their full potential. As a school family, we recognize the importance of celebrating each individual learner and their accomplishments.

At Ellison, we believe in... Therefore, we value...

student centered classrooms - finding and following passions

- exploring new possibilities
- getting curious about the world around us

emotions being integral to learning - relationships and connections

- creating a strong sense of belonging
- being part of community

learning through collaboration - developing collective understanding

- coming together to solve problems

tasks being authentic and relevant - making connections and seeing the relevance of learning

- learning with a purpose

Our Mission:

As a caring and innovative school community, we actively promote academic excellence, healthy lifestyles, empathetic citizenship, and lifelong learning.

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.**

We have set up a survey for parents to gather current data on how things are going so far this year. We will adapt this for students so that we can reach a wider range and number of students. We have also been collecting feedback from the staff about how we are doing on each of our three learning priorities.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Every Wednesday students have lunch with staff and provide feedback via empathy interviews. PAC, families and staff were also engaged empathy interviews to get triangulated feedback.	Most children feel very connected to the community, to the staff, and to the school.
Student learning surveys	Feedback that students provide on grade 4 satisfaction surveys.	
Other	Surveying representatives of our student body, including ELL, Indigenous, and Ministry designated learners	In progress as of Sept. 2023

Student Learning Priority 1

School Community Student Learning Plan

Focusing

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

The sense of community is strong at Ellison Elementary, and we know as a staff that we can always improve on a good thing. We are encouraging students to wear their Bulldog shirts or other gear every Friday. As a staff we looked at our own cultural competencies on the Implementation Day, and we want to go deeper into where our families are from, and how our backgrounds make us unique, but the celebration of similarities brings us together.

Student Learning Goal 1:

1. All students will develop a sense of belonging, connection, and identity at ELE.

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](#):

School Community Student Learning Plan

Core Competencies

- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Well-being
- ☒ Social Awareness and Responsibility
 - ☒ Valuing diversity
 - ☒ Building Relationships



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student surveys	Including representatives of all learners in the survey.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student learning surveys	Included and collated within the survey and display of results.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Dr. Carrington's book: Kid's These Days and Teacher's These Days

School Level Strategies and Structures:

System Wellbeing

A working group of teachers at Ellison Elementary School have delved deeper into the learning of the social emotional needs of our students. We are using the book "Kid's These Day's" by Dr. Jody Carrington to support our learning and conversations around moving forward to ensure a connection to the school and a feeling of value and support for each and every ELE learner.

Classroom-level Instructional Strategies:

Educators at ELE worked to implement SEL strategies into the everyday teaching they do, using the recommendations of Dr. Carrington.

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

District Strategic Plan - Priorities	Description
District Strategic Plan - System Wellbeing	Wellbeing of each and every member of the Ellison Elementary School Community.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Dr. Jody Carrington Book - Kid's These Days	1000.00

Checking for Impact

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

During ongoing student surveying in empathy interviews with the school principal, 100% of students state that they feel connected to the school and that they have at least 2 adults who believe they will be successful.

Student learning survey shows high levels of student connectedness and belonging.

Recommendations for next steps for this School Student Learning Priority:

Continue to create opportunities for students to connect with the adults in the school, leadership opportunities for students, and daily activities that connect the students to our school.

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?):

We continue to look for ways to include our new outdoor learning space, and are working closely with the Clubhouse Farm to find elements of their program that we could implement back at school. We also provide visiting groups such as the Earth Rangers, Andrew Allan, local authors, and local artists to help inspire wonder all of our students.

Student Learning Goal 2:

2. All students will develop a sense of curiosity to explore their interests through experiential and hands-on learning activities.

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

School Community Student Learning Plan

Core Competencies

- ☒ Creative Thinking
 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy Interviews	Including all learners, including Indigenous learners, in the empathy interview process.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning surveys	Included and collated within the survey and display of results.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

How do we use the outdoor classroom to springboard our learning to engaging curious learners with more experiential learning opportunities.

School Level Strategies and Structures:

We are currently working on developing our outdoor learning space to provide more access and opportunities for outdoor experiential learning, while accessing the curiosity that comes from our children when in nature.

Classroom-level Instructional Strategies:

ADST classroom challenges.

Box building day - students challenged to innovate a product starting only with a box.

Outdoor learning - connecting with our Ellison community to learn on the land.

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

District Strategic Plan - Priorities	Description
Equity in Action Agreement – Pedagogical Core	We are innovating around the pedagogical core to create engaging and innovative learning experiences for students to develop their curiosity.

Checking for Impact

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

Students continue to describe hands on learning activities as their most impactful and memorable learning during empathy interviews with the school principal and in the student learning survey data.

Recommendations for next steps for this School Student Learning Priority:

Continue to learn as a staff about ways to engage our learners in developing a sense of curiosity through hands on experiential learning tasks.

School Community Student Learning Plan

Student Learning Priority 3

Focusing

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

We continually scan our students in reading and writing, and enter the data into EdPlan Insight to monitor student progress. While the data indicates we are doing well with reading levels, we hosted Adrienne Gear to support our instruction in writing, and have booked her to return for in-class sessions.

Student Learning Goal 3:

3. All students will continually experience progression in their literacy competencies at ELE.

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

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

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Communication

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

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Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas

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Critical Thinking

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS

Positive Personal & Cultural Identity

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS

Personal Awareness & Responsibility

1. Self-determination
2. Self-regulation
3. Well-being

PS

Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy Interviews	Including all learners, including Indigenous learners, in the empathy interview process.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student learning surveys	Included and collated within the survey and display of results.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM Benchmarks, school wide write, Early Learning Profiles	All learners are included in the data.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

With support of ILT - Staff meetings and Implementation Day.

School Level Strategies and Structures:

EdPlan Insight - analysis of the data.

Setting up a learning schedule with the support of the Instructional Leadership Team to include learning at staff meetings and Implementation Day.

Classroom-level Instructional Strategies:

As determined by professional learning plan.

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:

Student learning summaries, student learning surveys and empathy interviews all show student growth in their literacy competencies and a high level of satisfaction and enjoyment in this learning.

Recommendations for next steps for this School Student Learning Priority:

Continue to learn as a staff about how to best support literacy competency learning for the K-5 learners at ELE.

Continue to use school based team and our response to intervention model to identify learners and support students in need of extra supports in their literacy development.