

School Community Student Learning Plan

School Learning Story

Background:

Our Learning Plan 2021-2024: Equity through Student Agency

The big focus at SMS this year is to embark on our journey of Curiosity, Creativity, and Connections. So, what do Curiosity, Creativity, and Connections look like at SMS?

We needed to unpack our beliefs around these three terms to start our journey.

Beliefs: What do these words mean to us? What are our beliefs around them? How do they translate into our school mission and vision? What do they imply for our school culture? What do they look like for our students? What do they look like in our classrooms??

Intentions: How do we plan to embed these beliefs into our practice? What direction do we want to take with them? Is this our cultural goal or education focus, or both?

Actions: Where do we begin?

Our Curricular Team worked on creating more clarity around our beliefs around the 3C's by creating SMART goals. They tried to answer the question we were asking ourselves.

We identified that Creativity, Connections, and Curiosity are not the end goals but the means to reach our goal. They are processes.

The journey of creativity, curiosity, and connections will lead us to our North Star - our Mission and Vision. We need to meet students where they are. That is just another way of saying Equity.

On implementation day (2022), we got an opportunity to explore our understanding and beliefs about equity deeply.

As a staff, we attended Kevin Lamoureux's Zoom session. Kevin Lamoureux is a well-known public speaker from the University of Winnipeg, serving as the education lead for the National Centre of Truth and Reconciliation calls to action. His presentation was an invitation to be a part of the change to end otherness. It was a powerful presentation that led to much reflection and soul-searching and created a moral imperative for our staff. It reinforced our objective to focus on Equity to build student capacity for intercultural understanding, empathy, and mutual respect.

De-Constructing Otherness

Creating safe environments

Create a space where others are not judged.

A safe place where people can tell their story

A safe place where people listen to these stories

Equity through Student Agency?

As we unpacked our understanding further, we realized that Equity work is, first and foremost, pedagogical. It begins in our classrooms when we cultivate student agency.

Angela Duckworth explains it well: "What is Student Agency? It is the conviction that you shape your own future.

What is the opposite of agency? Believing that you're helpless to make your dreams come true. Seeing yourself in life's passenger seat, likely on a trajectory you don't like and didn't choose."

In our attempt to understand Student Agency, we looked at a resource called "Street Data," which provided us with a framework to help identify the components of student agency – Identity, Mastery, Belongingness, & Efficacy.

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Moving forward, through staff meetings, PLC time, Collab time, and Curricular Team meetings, the SMS team will continue to create work that informs student agency while ensuring that we are following the guidelines of our Guiding Principles:

- Call to Action
- OECD principles
- First Peoples Principles of Learning District strategic plan

Starting in October, SMS staff began developing a hunch in their area of expertise and passion by examining data collected through student work, student voice (KAT voice), teacher observations, and narrowing down on a Problem-of-Practice.

The teaching Team is working together to learn, develop and implement meaningful experiences for our students and staff through the following identified focus areas:

- Establishing a school culture of - Belongingness Guided Mastery for Our Students
- Developing Community connections
- Character Strong (building our present & future)
- Student Leadership

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?):

While most students feel cared for and safe at school, we must continue to work on ensuring that students feel their identity is valued and that they belong.

Student Learning Goal 1:

To create a school community and culture where students' way of being and learning is valued, and they feel seen and cared for.

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

- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ 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
Qualitative	Teacher Voice	Teacher observations and reflections during regular collaboration sessions with other teachers.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student Voice	Bi-weekly student meetings with admin, fish-bowl-style, regarding issues important to both students, teachers and leadership. This group changes each meeting so broader representation is possible.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Surveys	Learning surveys are done in classes with as many students as possible. Follow-up is done with those students who miss the initial survey.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Staff will explore the resources for the Seven Grandfathers' Principles. They will participate in learning at the staff meeting. The staff came together on Implementation Day in October 2023 to develop lesson ideas. During collaboration time, staff will unpack "agency" to develop activities around identity and belongingness.
The SEL Support Team at school leads learning at monthly staff meetings.

School Level Strategies and Structures:

Indigenizing School Culture

- Bringing in the Seven Grandfathers' Principles as the basis of school expectations. This will be launched during the first school assembly in September.
- The SEL Support Team is developing reflective tools based on the Seven Grandfathers' Principles for students and staff.

Globalizing School Culture

- The leadership team is developing a school calendar to celebrate worldwide cultures throughout the year.

Student Agency

- In September, support teams will provide time for all teachers to meet with every student 1-on-1.

Anti-Racism Education

- Since December 2023, the SEL team has been working on anti-racism education with staff and students and planning through the 24-25 school year.
- Focused School Assemblies based on the need identified by the teacher and student's voice.

Classroom-level Instructional Strategies:

- Teachers will teach the Seven Grandfathers' Principles in the Caring Communities block to establish a common language and culture.
- Teachers will meet with every student in September to connect and understand their needs and aspirations. (2023)
- Daily SEL activities through Character Strong and CASEL Competencies
- Lessons on Anti-Racism during Caring Communities Block for the month of February 2024.

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	Intentional design of learning Continuous and reflective professional learning Collective Efficacy
Equity in Action Agreement – Learning Environment (School Culture)	Celebrating Diversity Equity to reach all learners

School Community Student Learning Plan

Checking for Impact

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

We are seeing a high level of positivity and cohesiveness amongst staff, as well as positive comments from visitors (CEA subs, TTOCs, SHEP teachers, etc.) about the positive culture in the school.

Student Voice has identified SMS as Creative, Positive, Diverse, Social, and sometimes Chaotic!

Recommendations for next steps for this School Student Learning Priority:

Continue conversations with staff and students and ensure that cultural celebrations representing our student body are included in our calendar and activities.

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 need to create intentional learning designs to meet students where they are so that all students are engaged in their learning. We need to develop learning environments in which student agency can flourish so students can take ownership of their learning.

Student Learning Goal 2:

All learners will strive to engage in their personal health goals (active participation and skill development) to support their mental and physical health and show awareness of healthy choices to promote optimal well-being and wellness.

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

- ☒ Communication
 - ☒ Connect and engage with others
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
 - ☒ Solving problems in peaceful ways
 - ☒ 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
Qualitative	teacher observations	Curricular Leaders observe and reflect during regular collaboration sessions with other PHE teachers.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	class assessments	Develop and track personalized health, fitness, and skill goals. Clear and individualized benchmarks for attaining proficiency based on a strength-based approach ("What can you do?"). Journaling health goals and reflecting on personal progress Creating "learning plans" with students struggling to participate in PHE

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	student voice/scan	PE teachers will periodically conduct surveys in classes to gauge student interest, ideas, and mindset.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

On Implementation Day, the staff attended a session on Trauma-informed practice and explored unconscious bias and affinity bias. (2022)
Study on the Seven Grandfathers Principles and their application to all areas, including PHE (Implementation Day 2023).
Exploring lessons on inclusion with the guidance of our SOGI lead teachers (Implementation Day 2023).

School Level Strategies and Structures:

PE teachers in grades seven and eight had release time for collaboration to apply this learning to their teaching. They worked on developing an equity-based PE program. Teachers have developed a self-assessment tool for the students. (2022)
Ongoing embedded collaboration to build and reinforce these principles. (2023)

Classroom-level Instructional Strategies:

During PE classes, the teachers offer options for PE activities based on ability and interest. Students reflect regularly on their growth and participation and set goals using the self-assessment rubric. (ongoing)

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	Intentional design of learning Continuous and reflective professional learning Collective Efficacy

Checking for Impact

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

PHE teachers are excited about the degree of collaboration that has resulted in multiple entry points for students. Staff are meeting students "where they are".

Recommendations for next steps for this School Student Learning Priority:

Ongoing conversations with staff and students. Continue to examine data points to check for growth.

Focus on the students not engaging and creating an "learning plan" with them to help encourage them on their journey of healthy living.

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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 need to create intentional learning designs to meet students where they are so that all students are engaged in their learning. We need to develop learning environments in which student agency can flourish so students can take ownership of their learning.

Student Learning Goal 3:

To engage all students in math, SMS will focus on strengthening all students' foundational 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: Numeracy

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
- ☒ Social Awareness and Responsibility
 - ☒ 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	Teacher Assessments	Teachers meet individually with each student at the start of the year to assess numeracy and personal goals. Portfolios of Learning - Teachers present students with monthly foundational skill assessments to help improve their numeracy understanding by graphing and tracking personal data over their time at SMS (beginning in grade 6 through grade 8)

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	FSA	We are examining trends to inform instruction throughout the year.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher observations and conversations	Teachers meet individually with each student at the start of the year to assess mathematics skills. Throughout the year, teachers also periodically connect with each individual student to maintain ongoing one-on-one connection and communication.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher Voice	Teacher observations and reflections during regular collaboration sessions with other numeracy teachers.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Support Teachers	Support teachers provide the school-wide view of needs and progress to enhance teacher collaboration.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

1. Math teachers engaged in the book study: " Building Thinking Classrooms" by Peter Liljedahl (2022) and are applying their learning in their classrooms.
2. Lead teacher engaging in activities proposed by the District Numeracy Committee with school-based numeracy teachers.

School Level Strategies and Structures:

Created a numeracy manipulative room (2022)
 Regular, embedded release time for teachers to collaborate
 Enable Lead Teachers to work with teams and/or 1:1
 Math teachers engaged in lunch-and-learn sessions with the ILT. In-school mentorship opportunities between staff. (2023)
 Collating assessment data to see growth trends and needs
 Support teachers identify "Emerging" students from the term report to conduct more interventions.
 Building a numeracy word wall to strengthen our students' communication skills
 Teachers will be working on School-wide "proficiency" standards (common language)
 Teachers are creating student portfolios of learning bins to follow the students in their SMS journey.
 Teachers are creating a Google form snapshot at the end of the year. This assessment will be given at the beginning and end of the school year. (2024-25)

Classroom-level Instructional Strategies:

Implementing strategies from the book Building Thinking Classrooms" by Peter Liljedahl
 Making thinking visible using whiteboards and conversations Connecting math to real-life experiences
 One-on-one numeracy interviews with each student as a start-of-year assessment
 Classroom Support teacher working with all classes with a new program to work on Math Fluency.

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	Intentional design of learning Continuous and reflective professional learning Collective Efficacy

Checking for Impact

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

We have seen a great deal of synergy among our math teachers. They are excited and passionate, and this is becoming increasingly visible in our students as well.

Recommendations for next steps for this School Student Learning Priority:

Continue reinforcing what we have been doing to build a solid foundation. Look increasingly at quantitative data to see if it aligns with our qualitative data.

Goal 1 – begin monthly student foundational skills assessment for grades 6-8

Goal 2 – create a proficiency scale for content standards for grades 6-8

Goal 3 – create a classroom word wall to build communication skills for grades 6-8

School Community Student Learning Plan

Student Learning Priority 4

Focusing

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

We need to create intentional learning designs to meet students where they are so that all students are engaged in their learning. We need to develop learning environments in which student agency can flourish so students can take ownership of their learning.

Student Learning Goal 4:

All learners of English will explore stories and other texts to understand themselves better and make connections to others and the world.

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

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

Functional Skills: Literacy

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Core Competencies

- ☒ Communication
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 - ☒ Explain/recount and reflect on experience and accomplishments
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 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
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 - ☒ Self-regulation
- ☒ Social Awareness and Responsibility
 - ☒ 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	Teacher Assessments (SWW, Writing Continuum (2024-25), Jerry Johns)	Teachers meet individually with each student at the start of the year to assess their literacy skills and reassess the ones not meeting expectations throughout the year.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	FSA	Examine trends to inform instruction.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Report Cards	Examine trends to inform instruction.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher observations	Teachers meet with students at the start of the year to assess reading skills. Teachers periodically connect with students throughout the year to maintain ongoing connection and communication. Support teachers provide the school-wide view of needs and progress to enhance teacher collaboration.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher Voice	Teacher observations and reflections during regular embedded collaboration sessions with other literacy teachers.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

As a team, during collab, it was identified that we need structures in the Literacy classroom to attain engagement. Some Humanities teachers explored the resource 180 Days by Kelly Gallagher & Penny Kittle. Some Humanities teachers are studying the book "The Daily 5" by Gail Boushey & Joan Moser

School Level Strategies and Structures:

Building resources - picture books, graphic novels. Establish release time for teachers to collaborate. Enable Lead Teachers to work with teams and one-on-one with teachers.

Humanities Teachers are working with ILT to understand and pilot the writing continuum at SMS.

Collating assessment data.

Developing resources through Humanities to reach our anti-racism goals connected to Learning Priority 1.

Targeted literacy support for students who received "emerging" in English term 1.

Classroom-level Instructional Strategies:

Using picture book sets to teach literacy skills.

Using relevant and age-appropriate Graphic Novels for Literature Circles.

Embedding Social Studies in Literacy to make learning more relevant.

Whole class and small group support from classroom support teachers to work on literacy skills.

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	Intentional design of learning Continuous and reflective professional learning Collective Efficacy

Checking for Impact

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

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

Having a clear literacy priority created by teachers has led to very effective use of the collaboration time provided.

Recommendations for next steps for this School Student Learning Priority:

Continue reinforcing what we have been doing to build a solid foundation. Look increasingly at quantitative data to see if it aligns with our qualitative data.