

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:

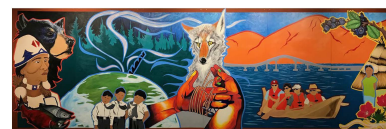
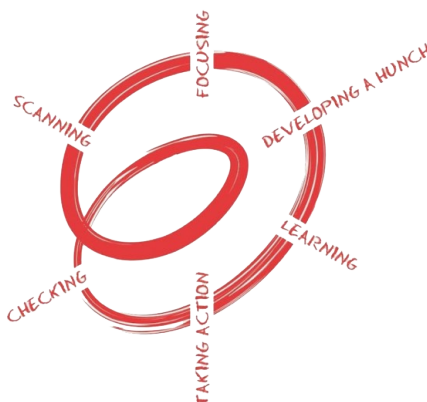
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shiloh Bellmore
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Pearson Road Elementary

School Year: 2021-2022

School Level: Elementary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 258

Student Population Indigenous: 21

Student Population, SPED: 27

Student Population, ELL: 111

Principal: Nina Ferguson

Grade:

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

Number of Administrators: 1

Number of School-Based Teachers: 16

Number of School-Based Support Staff: 6

School Community Student Learning Plan

School Learning Story

Background:

We believe that Pearson Road is a safe and caring community where we: all belong, all learn and all lead. We believe that every student needs to feel that the adults in the building think each student can be successful. We believe that the current global pandemic has impacted learners in a range of ways and we need to explore where learners are, right now. To address the learning needs of each learner at Pearson Road, we believe it is important to engage in a schoolwide scan as curious leaders aiming to meet the REAL needs of our learning community because "without data you are just another person with an opinion." (Kaser & Halbert, 2017)

The staff of Pearson Road Elementary School consistently shares that they celebrate a strong sense of community, have unwavering mutual respect and student-centered practice. Pearson Road staff are flexible, collaborative and supportive of one another and when they respond to student scan data they are motivated to respond in action. Living through the mindset of "Inquiry is about being open to new learning and taking informed action" (Kaser & Halbert, 2017), Pearson Road staff are open to engaging in learning together.

The students of Pearson Road represent a beautiful diversity of cultures. With proportionally the highest population of International Education students in our district we are very proud to be a part of welcoming new families to Canada and to supporting cultural diverse students in a holistic way. Approximately 70% of our students experience a language other than English spoken in their homes and 42% are considered English Language Learners in our school setting. Approximately 8% of our students are non-English speaking and require translation support for every communication. We also have a priority population of low socio-economic status families, several of which require financial hardship support. This support can look like fees waived, food programs, and basic provisions supplied. But what you will mostly notice at Pearson Road is a strong sense of belonging. Our students feel valued and welcomed and our staff prioritize their students above all else.

Over the past few years our team, including classroom teachers, support teachers, administrators, students and their families, have engaged in multiple Spirals of Inquiry scans. Our first scan focused on the learners perception of supportive adults within the learning community, the second scan was an exploration of the experiences of our students with numeracy and most recently, our SCLP Team facilitated a schoolwide scan with a focus on the general experience of learning. We noted a general trend of overwhelmingly positive feedback from students (specific events and school in general). Kindness was an emerging theme (35 % stated best thing about PSE). Students predominantly indicated positive relationships with the adults (90+% named two or more adults that they felt connected with) and that there was a positive sense of their teachers. Students reported feeling safe, a sense of belonging and cultural pride. Every student (100%) indicated that there was something they wanted to learn (Cultural knowledge and awareness, Advanced Math, Arts, Literacy, Animals, Sports, Listening, Technology, French, Careers, Music, & Coding), and that they were capable of learning. It was this theme of curiosity and desire for continued learning that we focused our attention and learning journey on.

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 our most recent scan all members of our School Community Student Learning Planning Team facilitated a schoolwide scan with a focus on the general experience of learning. We noted a general trend of overwhelmingly positive feedback from students (specific events and school in general). Kindness was an emerging theme (35 % stated best thing about PSE). Students predominantly indicated positive relationships with the adults (90+% named two or more adults that they felt connected with) and that there was a positive sense of their teachers. Students reported feeling safe, a sense of belonging and cultural pride. Every student (100%) indicated that there was something they wanted to learn (Cultural knowledge and awareness, Advanced Math, Arts, Literacy, Animals, Sports, Listening, Technology, French, Careers, Music, & Coding), and that they were capable of learning. It was this theme of curiosity and desire for continued learning coupled with ongoing need for continued focus on literacy that we focused our attention and learning journey on.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Spiral Scans school-wide Subset interview groups	Every student (100%) indicated that there was something they wanted to learn - growth mindset - curiosity. Order of frequency when explicitly stated: math, science, art, cultural, reading, writing, animals, sports, listening, technology, languages (French), Music and Coding.
Student learning surveys	Survey results MDI Survey	Positive relationships with school (friends, staff and the school environment) - 90% 2 or more adults, 8% did not understand the question (English Language Learners) and 2% were not sure. Kindness was an emerging theme A feeling of safety was indicated often
Student achievement data	PM Benchmarks FSA Results ELP Overview	Significantly low literacy (PM, ELP) in grades 1-3 Significantly high ELL percentage
Pedagogical documentation	Curiosity - collection	see upload

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?):

Evidence here from the scans from last tab. Every student (100%) indicated that there was something more they wanted to learn (Cultural knowledge and awareness, Advanced Math, Arts, Literacy, Animals, Sports, Listening, Technology, French, Careers, Music, & Coding), and that they were capable of learning. Our curious and supported learners

Student Learning Goal 1:

All students will continually progress in literacy competencies and confidence.

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: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Comprehend and connect (reading, listening, viewing) Create and communicate (writing, speaking, representing)

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Acquire interpret, and present information
 - ☒ Collaborate to plan, carryout, and review constructions and activities
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Positive and Personal Cultural Identity
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Explain/recount and reflect on experience and accomplishments



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
Qualitative	Student Scans (pre-mid-post)	See pedagogical documentation uploaded Leading Learning Team Documentation See Whole Group Reflections In progress

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student writing self-assessment based on sample set continuum	Co-create a self-assessment tool with students - based on sample set (ensuring wide range of samples to be inclusive of non-English students)

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Oral language and Writing progress evidenced through (PM Benchmarks, ELP, SWW, etc.)	EdPlan Insight Administrator Report 5 year trend pattern uploaded PLC - 2023-2024 (see attachment for Oral Language Learning Sequence)

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- The Oral Language Book - The Literacy Place (Cameron and Dempsey)
 - Angela Stockman - Inclusive Literacy Environments
 - Heidi Mesmer - Responsive Literacy Instruction
 - Various Sources - Curiosity
- <https://oxford-review.com/the-5dc-dimensions-of-curiosity-and-the-curious-people/>, <https://toddkashdan.com/wp-content/uploads/2018/02/Curiosity-5DC-measure-Kashdan-et-al.-2017.pdf>, <https://theconversation.com/how-to-keep-kids-curious-5-questions-answered-189512>, https://drive.google.com/file/d/1ZJ5xn_PMKxwd6LaDWcjRwmsTIB0h-0ly/view

School Level Strategies and Structures:

- SCLP Team - leading learning team
- OECD School+ Network of Schools
- IndigenEYEZ
- Staff Learning Meetings
- Oral Language Book Club - Design Team Self-Reflection Curiosity
- ELP Collaborative Conversations

Classroom-level Instructional Strategies:

- Provocation Bin Design and Acquisition
- ELP Pilot Team
- Oral Language Prioritization - The Oral Language Book
- PLC - The Literacy Place

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	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Materials and Resources	1500
Professional Learning	Collaboration Release Time/ Lunch and Learn Sessions	8500

School Community Student Learning Plan

Checking for Impact

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

Documentation of Lead Learning Team Feedback - May 2, 2023 (uploaded)

Our evidence both quantitative (PM Benchmarks, ELP, SWW, AIPs) and qualitative (pedagogical documentation, anecdotal collections and student scans) have indicated that our students have undeveloped oral language skills that are impacting their ability to progress their literacy skills. Simply put, it is hard to teach a student to read with nonsense words.

Recommendations for next steps for this School Student Learning Priority:

Please see SCLP Learning Planner document for 23-24 in the School Learning Story Tab for a complete overview.

This work has identified our need to explore Oral Language Classrooms and our need for intentional instruction around speaking and listening. If they are not talking, they are not learning. We have engaged in a professional learning journey with the support of the authors of The Oral Language book out of NZ (Sheena Cameron and Louise Dempsey, The Literacy Place). This is the focus of our learning for 2023-24.

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?):

Every student (100%) indicated that there was something they wanted to learn (Cultural knowledge and awareness, Advanced Math, Arts, Literacy, Animals, Sports, Listening, Technology, French, Careers, Music, & Coding), and that they were capable of learning. It was this theme of curiosity and desire for continued learning that we focused our attention and learning journey on.

Student Learning Goal 2:

Curiosity and wonder lead us to new discoveries about ourselves and the world around us. As such, it is critical that all students will continue to develop their sense of curiosity, regularly designing and reflecting on their learning.

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: Students use critical thinking to analyze and reflect on creative ideas to determine whether they have value and should be developed, engaging in ongoing reflection as they develop their creative ideas. Students use creative thinking to generate new ideas when solving problems and addressing constraints that arise as they question and investigate, and design and develop.

School Community Student Learning Plan

Core Competencies

- ☒ Creative Thinking
 - ☒ 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	Student Self-Reflection Curiosity (pre-mid-post)	Co-create the artifact with students, ideation cycles, utilize different formats of artifact for various applications

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Frequency of engagement in conversation or utilization of the curiosity self-reflection artifact	Utilization of any/all modifications needed for all students to access the artifact

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Frequency of engagement in provocation activities	Consideration of learning environment and alternative spaces needed

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- Trevor Mackenzie Inquiry Mindset

School Level Strategies and Structures:

SCLP Team - leading learning

No-Book Book Club - Design Team Self-Reflection Artifacts

Classroom-level Instructional Strategies:

Provocation Design and Acquisition

Four Food Chiefs - SEL/character connections

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	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Provocation Design and acquisition	5500

School Community Student Learning Plan

Checking for Impact

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

Through student scans and classroom observations most students were observed or indicated opportunities to engage in provocation activities and/or identify curiosity connections. All classrooms have explored the language and put into practice the curiosity self-reflection artifact. Student reflection data indicated an ability to be reflective of their personal curiosities. All students scanned were able to give examples of their curiosity within learning tasks.

Documentation of Lead Learning Team Feedback - May 2, 2023

"Very proud of the learning that we have done together this school year. It has changed the way I view learners and learning. I feel very connected with my colleagues on this growth. We have a shared vision and understanding and use common language around inquiry and curiosity."

"As adult learners we have really unpacked curiosity. I was not expecting to change my understanding of curiosity. It has really shifted. I also have tangible concrete examples of how this impacts the learning environment and truly individualize learning for our students."

"I really appreciate our shift in thinking around Assessment to Reflection. This was a philosophical shift and so important in understanding our role in a competency based curriculum. Values and importance, doesn't always relate to marks and traditional report cards."

"I look back at the work we've done with great amount of pride. We have learned so much. I'm impressed with our growth and understanding of our learners and what drives them. I think this work has really helped us to connect to our students and differentiate and individualize what we do for them. A real turning point for me was shifting from assessing to helping students build their personal reflective skills."

"I love how incredibly curious our students are and this work was driven by their voices in our student scan. WE ARE CURIOUS. I am really looking forward to starting the school year off with this. Making it foundational in our learning."

"I think this work has helped us to ask the Homa question, "Who holds the POWER?" And I think we are headed in the right direction of amplifying our students in their reflections of themselves."

Recommendations for next steps for this School Student Learning Priority:

Relaunch at beginning of the year as a foundation Self-Reflection Tool and alignment for curiosity language school wide. Continued process