

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:

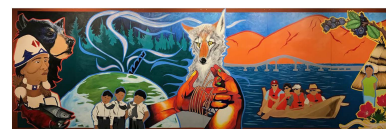
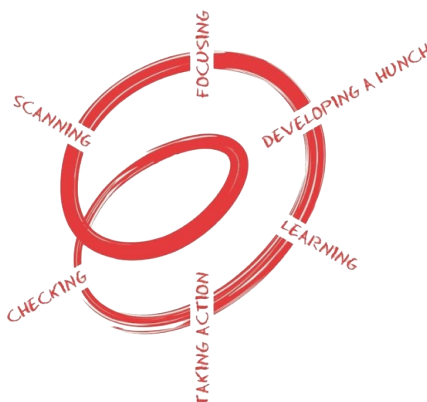
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

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 Manual Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Black Mountain Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 441

Student Population Indigenous: 73

Student Population, Children in Care: 1

Student Population, SPED: 35

Student Population, ELL: 49

Principal: Janet Slaney

Vice Principal: Ryan Ward

Grade:

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

Number of Administrators: 2

Number of School-Based Teachers: 20

Number of School-Based Support Staff: 5

School Community Student Learning Plan

School Learning Story

Background:

Black Mountain is a rural and urban K-5 elementary school in the Rutland family of schools within the Central Okanagan Public Schools. We have 441 students between 20 divisions and are situated on spacious school grounds that offer wonderful outdoor play areas and learning spaces. We are also enriched with the partnership we have cultivated with the newly built YMCA Child Centre on our school property. We also have a vibrant parent community that is very supportive of our school; our PAC collaborates with our school to offer rich experiences for our students through its tireless fundraising efforts and constant support of our school goals.

We are honoured to teach and learn on the traditional unceded territory of the Okanagan Syilx people, and we infuse the First Peoples Principles of Learning within our learning environments because we understand that authentic ways of knowing both the world and ourselves are extremely important. We consider ourselves very fortunate to be the neighbourhood school of the Margaret's Landing housing development that is right beside our school, a vision brought to reality by the Ki-Low-Na Friendship Society and Housing BC.

We also work very hard to instill strong character education principles as well as a growth mindset for learning and an overall ethic of care. We very much follow the district Strategic Plan in how we engage with families and community, promote equity and excellence in learning, support system wellbeing, and provide transformative leadership in our school.

As terms of providing rich learning experiences that foster the core competencies of thinking and communicating, we believe that foundational literacy and numeracy skills are the cornerstone of a school environment in which students flourish. To that end, we take a great deal of pride in how we go about instructing for literacy and numeracy, providing our students with many entry points into their learning, as well as a strong second helping of instruction from our non-enrolling team (our Learning Assistance Teacher, our English Language Learner Teacher, and others). Beyond that, our non-enrolling team consists of our school counselor, our Inclusion teachers, our teacher-librarian, our Indigenous student advocate, and our itinerant staff (our speech-language pathologist and our school psychologist). As well, we are incredibly fortunate to have such great support from our team of CEA's (Certified Education Assistants); they provide invaluable support not only to our priority students but also to so many others throughout our school.

We also align our school with the district's annual theme. From joy, gratitude, courage, hope and creating caring communities, wonder, we weave these important concepts into our teaching and learning, as they are wonderful learning opportunities for our students and staff. We are looking forward to living out the virtue of togetherness this year as part of the annual theme.

We place great importance on safety at our school, and we teach our students the importance of advocating not only for themselves but also for others. This is an important skill in terms of the core competency of personal and social responsibility, as outlined in the Ministry of Education's curriculum.

We are a school with a diverse group of learners, and we embrace that. From Joe Rich to Rutland, we serve a community of learners -- including a growing number of English Language Learning families and a significant percentage of Indigenous students -- and with a committed staff, we work hard to meet the needs of everyone. We extend our net beyond our school, partnering with UBC Okanagan through its teacher training program, Literacy and Numeracy In-Situ, the Social Sciences and Humanities Research Council of Canada, Big Brothers and Sisters, not to mention the local YMCA, and we take great pride in the excellence in both the teaching and learning that exists at our school.

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.**

Our school gathers evidence around the current state of student learning in our school not only through the Ministry (FSA and Student Learning Surveys) and the University of British Columbia (EDI and MDI) but also through district structures (School-Wide Write, ELP, EDPlan Insight, PM Benchmarks). From there, we gather and analyze evidence during our class reviews and through our school-based team. Our school-based team includes our Learning Assistance Teacher, our school counselor, our Inclusion teacher, our Indigenous Advocate, our ELL teacher, our SLP teacher, and our two site-based administrators.

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

Type of Student Learning Evidence	Short Description	Further Details
Student achievement data	We use EDPlan Insight to gather and analyze evidence of student learning in our school.	We use EDPlan Insight to gather and analyze evidence of student learning in our school.
Student learning surveys	We add our own questions to the SLS each year, specific to our school goals around learning. This helps us engage with our students' experience of their learning.	Looking at student responses helps us to better understand if our learning priorities are having an impact with student perceptions.
Pedagogical documentation	Strategies for making thinking visible during learning	These strategies are harvested and posted throughout classrooms in our school
Other	participation in SSHRC - bringing in local knowledge keepers and storytellers - partnering with the Indigenous Cultural Programs and hosting guests/delegates from the Yukon	These diverse offerings to our students and staff provided opportunities for decolonizing our thinking, specifically with our work around personalizing Land Acknowledgements.
Other	conversations with students about feelings of success and their sense of emotional well-being	Listening to student voice helps to clarify if the student sees themselves as successful within the classroom and provides us with an opportunity for students to identify their needs that might be better met beyond the walls of the classroom participation in SSHRC - bringing in local knowledge keepers and storytellers - partnering with the Indigenous Cultural Programs and hosting guests/delegates from the Yukon

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 scanning process has surfaced a few significant trends around literacy. We have noticed that our classes have a wide range of learners with a variety of learning needs. From students needing extra support with their alphabet knowledge, their phonological and phonemic awareness, their high-frequency words, and their fluency. Tied to this is a wide range of student ability around stamina and reading routines. As well, we've noticed that our intermediate students require additional support with their writing, as seen from the data in their school-wide writes.

School Community Student Learning Plan

Student Learning Goal 1:

Our learning priority is for all students to see themselves as readers who transition from K-5 having all of their letters/sounds, phonological components, high-frequency words, and meeting their age-appropriate PM benchmarks along the way. Further to that, our goal is for all students to see themselves as writers who are able to infuse their writing with form and structure, as well as style and conventions; this progress is based on the elements contained within the district-developed Writing Continuum.

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: Use developmentally appropriate reading strategies to make meaning and to read fluently and each grade level

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
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-regulation
 - ☒ Well-being
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ 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	EDPlan Insight data warehouse (ELP data, high-frequency words, PM Benchmarks, writing performance)	Evidence is collected in consultation with our Indigenous Advocate. We ensure that there are plans in place for every Tier 3 student.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Street data to include; conversations between teachers and our school-based team within our class reviews each year. Conversations with students, both within and outside the classroom. (all members of our school team prioritize conversations with students from all grades)	Evidence is collected in consultation with our Indigenous Advocate. We ensure that there are plans in place for every Tier 3 student.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Satellite data that includes; FSA data regarding reading and writing; report card data for all students	Evidence is collected in consultation with our Indigenous Advocate. We ensure that there are plans in place for every Tier 3 student.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Collaboration and discussion time and with district consultants to help navigate assessment	Evidence is collected in consultation with our Indigenous Advocate. We ensure that there are plans in place for every Tier 3 student.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Map data which includes; School-Wide Write data and evidence of patterns and trends in relation to the Writing Continuum	Evidence is collected in consultation with our Indigenous Advocate. We ensure that there are plans in place for every Tier 3 student.

Taking Action and Learning

Leading Professional Learning:

EDPlan Insight training/in-service
 Early Learning Team professional development
 Adrienne Gear pro-d around writing (full staff on Implementation Day 2021)
 Involvement with the Writing Continuum Pilot Project (2023)
 ELT Lunch and Learn with Parvina Panghali (ongoing)
 RTI direction and training at staff meetings
 Training in the use of Story Workshop and Writer Workshop strategies
 Staff led in-service on UFLI Foundations to support foundational reading skills

School Community Student Learning Plan

School Level Strategies and Structures:

We have implemented a number of strategies in support of our learning priority around literacy. First of all, we have relied heavily upon EDPlan Insight as a way to ascertain student needs and help direct our support. This starts with providing assessment time for our teachers so that we have up to date data in EDPlan Insight. This data then informs the secondary support beyond the primary classroom support for literacy. Using a from-the-ground-up model, we support alphabet knowledge, phonological and phonemic awareness, high-frequency words, and reading comprehension/fluency with secondary support provided by our non-enrolling team. We feel confident about our RTI model as a way to prioritize our literacy intervention. Further to that, we also have other ways of supporting literacy growth; we have a 0.2 FTE dedicated to literacy support/intervention, and we've utilized support from the Early Learning Team (Parvina Panghali), who is supporting our intermediate team with literacy in general and writing in particular. We had two intermediate teachers involved in the Writing Continuum Pilot project who then mentored their colleagues upon their return. As a staff, we are now supported by the DRAFT K-9 Writing Continuum. Aside from the human resource piece of literacy support, we have also allocated a considerable amount of our budget towards leveled readers for both in-class use and home practice. We subscribe to a shared, school-wide resource philosophy, therefore all of our PM levelled books (both fiction and non-fiction) are housed in our Bear Book Bins accessible to all students on an as-needed basis. This practice nurtures student empowerment for selecting good-fit texts. In addition to PM levelled books, we have resourced our school with a focus in decodable texts. To support the development of foundational reading skills, our primary staff (K-3) has agreed in to invest in the training and resources to implement UFLI instruction.

Classroom-level Instructional Strategies:

As mentioned previously, we've had members of the Early Learning Team support our teachers with assessing writing samples in relation to the Writing Continuum, and we've had push-in support through our literacy intervention. The Bear Book Bins, which are kept in leveled bins on shelves in the hallway of the school, are accessible to all students; with sharpened instructional focus in class, the teachers have a more updated sense of the students' reading level, which both allows and empowers students to access home reading books at their best instructional level. We've also had Randy McGraw join us several times to support staff in how to use EDPlan Insight effectively, in light of new functionality as it becomes available. Randy's ability to calibrate our staff's understanding of the power of EDPlan Insight allows for more effective instruction to occur and more timely secondary support to be provided. We are learning about the Science of Reading, explicitly teaching the elements of phonological and phonemic awareness. Furthermore, with time allocated for literacy intervention we have partnered with the teacher-librarian to run structured literacy centers for our grade 1 cohort weekly. Non-enrolling staff support this initiative, resulting in small groups and excellent adult to child ratios. The commitment to UFLI instruction is embedded daily to develop awareness of the segments of sounds in speech and how they link to letters. UFLI also supports the teaching of decoding, analyzing word parts and writing and recognizing words. Finally, our focus is to ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension.

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 collective efficacy around instructional practices for literacy has greatly improved.
Equity in Action Agreement – Learning Environment (School Culture)	Our students have equitable access to leveled readers in support of their literacy growth.
District Strategic Plan - Family & Community Engagement	Our families now have greater access to literacy resources (books), which strengthens the connection between school and home in terms of literacy growth.

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Jennifer Serravallo - Writing Strategies and Reading Strategies Susan Harris Mackay - Story Workshop	200
Professional Learning	leveled readers and decodables	8000
Professional Learning	Science of Reading Conference	
Learning Resource	UFLI Foundations teaching manuals for all primary staff and non enrolling support staff	2000
Learning Resource	Creation of Story Workshop Bins	1600

Checking for Impact

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

Our triangulated data has shown us that we are making considerable gains in literacy within our school with a ongoing focus on writing output. Our data shows us where to prioritize our support, and it has also opened up conversations around how we might improve our collective efficacy for literacy instruction. We continue to rely upon the excellent support from district leads in literacy, providing opportunities for in-service for staff and time allocated for staff collaboration. We have paid specific attention to ensuring that our staff has a consistent approach in their selection of writing samples for inclusion in the Early Learning Profile. We have also agreed to continue with our work with UFLI as significant increases in written output in our Kindergarten aged students have been noted with the daily instruction prescribed through the UFLI program.

Recommendations for next steps for this School Student Learning Priority:

At this point, our focus is on staying the course, with greater intentionality regarding writing development. We will continue to support this growth through providing assessment time, utilizing leveled readers in the Bear Book Bins and by continuing to make family and community engagement a priority through building connections within our Library Learning Commons. These connections thus reinforce and support student learning. With the expansion of the Learning Commons as an open and welcoming space, it is now considered a central hub for all we do here at Black Mountain Elementary. We will also continue with our latest work creating Story Workshop Bins to ignite the students' passion for writing. Integrating these bins into our existing writing programs is supported by our district Early Learning Team.

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 scanning process has surfaced a few significant trends around numeracy. We have noticed that our classes have a wide range of learners with a variety of learning needs. From students needing extra support with their counting strategies, additive thinking, and multiplicative reasoning in preparation for their proportional reasoning and functional reasoning in middle school and beyond. Tied to this is a wide range of student ability around number sense and mathematical reasoning.

Student Learning Goal 2:

Our learning priority is for all students to see themselves as mathematicians who transition from K-5 having a strong number sense, as well as a variety of counting strategies that help them with their additive thinking and multiplicative reasoning. Further to that, our goal is for all students to see themselves as mathematicians who are able to make their thinking visible not only to their teacher but also to their peers. There is also an emphasis on resiliency and a growth mindset in relation to this goal.

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

Curricular Competencies: Use reasoning to explore and make connections; Develop and use multiple strategies to engage in problem solving; Communicate mathematical thinking in many ways

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
 - ☒ 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-regulation
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ 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
Qualitative	Street data that includes; conversations between staff and students, as well as between students and students; class review conversations between teachers and the school-based team. Teacher participation in the work of Pam Harris.	Evidence is collected in consultation with our Indigenous Advocates. We ensure that there are plans in place for the diverse abilities demonstrated by the students, providing time, space and support for individual needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Map data to include; school-designed numeracy questions in the Student Learning Surveys	Evidence is collected in consultation with our Indigenous Advocates. We ensure that there are plans in place for the diverse abilities demonstrated by the students, providing time, space and support for individual needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Satellite data to include; FSA data for our Grade 4 students; Learning Update data for all students	Evidence is collected in consultation with our Indigenous Advocates. We ensure that there are plans in place for the diverse abilities demonstrated by the students, providing time, space and support for individual needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Goal-setting and self-assessment around numeracy for each student as part of the Learning Updates throughout the year	Evidence is collected in consultation with our Indigenous Advocates. We ensure that there are plans in place for the diverse abilities demonstrated by the students, providing time, space and support for individual needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	pedagogical documentation of learning in terms of students' strategies around numeracy (making their thinking visible) and willingness to align themselves with the perception that Math is Figure-out-able.	Evidence is collected in consultation with our Indigenous Advocates. We ensure that there are plans in place for the diverse abilities demonstrated by the students, providing time, space and support for individual needs.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Pam Harris - strategies shared at staff meeting
 Pam Harris Challenge - online learning over three sessions for interested staff
 Pam Harris - August (site-based) professional development - Developing Mathematical Reasoning
 September 2022 staff meeting - full staff Zoom professional learning support session with Pam Harris
 Implementation Day - October 2022 Pam Harris, in person, full day professional development
 Pam Harris Challenge - online learning over three sessions for interested staff
 Pam Harris Journey Plus Professional Learning Community with deep-dive 18 hour workshops around building professional understanding of 'Building Addition for Young Learners K-2', 'Building Powerful Multiplication' and 'Building Powerful Division' (10 staff plus Learning Assistant Teachers enrolled in this professional learning community)

School Level Strategies and Structures:

We began with smaller opportunities for developing mathematical mindsets, such as math strategy games through something that we called Number Ninjas. From there, we had many staff join a Stanford-based Jo Boaler course called "How to Learn Math for Teachers" in the winter and spring of 2019-2020. We then had Kendra Jacobs and Kevin Dent facilitate our Implementation Day in 2020, with a focus on where the Indigenous Principles of Learning live in math. This inspired some staff to learn about Catherine Fosnot's math investigations, which included us purchasing a good deal of teacher resources around math investigations. Teachers have also accessed Kendra Jacobs' online math courses through UBC Okanagan. Most recently, our school is learning about how to develop mathematical reasoning through Pam Harris. With more than half of our teaching staff involved in The Journey Professional Learning Community we are able to engage in meaningful learning opportunities.

Classroom-level Instructional Strategies:

math investigations
 number talks
 counting collections
 math congress
 number strands
 problem strings
 school wide daily numeracy challenges catered to all K -5 learners

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 aim is to provide an equitable access to a high standard of excellence in learning.
Equity in Action Agreement – Learning Environment (School Culture)	Our aim is to provide an inclusive learning environment for all students.
Equity in Action Agreement – Pedagogical Core	Our aim is to provide rich learning tasks that provide equity through multiple access points to the learning.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Pam Harris support manual	200
Professional Learning	Zoom Meeting	1500
Staffing, Supplies	math manipulatives	1000
Professional Learning	Journey Membership and Implementation Day	6000

School Community Student Learning Plan

Checking for Impact

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

We are gaining momentum in terms of how many of our teachers are growing their instructional capacity for numeracy. We have 12/20 classroom teachers actively learning more about numeracy, with many more on the cusp of taking up this work. In support of our classroom teachers, our non-enrolling team is aligned in a vision for numeracy and serves as mentors for numeracy. We have seen the start of a shift in our students' mathematical reasoning, and we've started to notice that they are more inclined to see themselves as mathematicians. We celebrate with numeracy questions on the daily announcements and put aside one day every month called Math Is Figure-Out-Able Fridays. If for any reason this day needs to be delayed, we get a significant number of students inquiring about why it is postponed and when it will be rescheduled. Feedback from TTOC's indicate that students are expecting to be taught mathematics from a reasoning perspective, and we have had parents mention that they are now on the receiving end of how to tackle math problems with their children demonstrating how to figure out math at home.

Recommendations for next steps for this School Student Learning Priority:

We will continue to support numeracy growth in our school not only through collegial mentoring but also through our continued connection with Pam Harris. We have introduced her philosophy and practice at two staff meetings (May and June 2022), and completed a pro-d week session (2022) scheduled at our school with all of our teachers, as well as conducted a Zoom with Pam Harris during the September staff meeting. This culminated with Pam Harris facilitating our Implementation Day in October 2022, furthered by access to her online courses in January 2023 further training modules February 2024 and ongoing access to her math challenges on line. Eleven teachers enrolled in her online course, which involved 18 hours of engagement, plus access to a plethora of online resources. As engagement in the courses unfolded, so too did collegial support and mentoring as various strategies and structures were implemented into the numeracy instruction from K -5. Our plan is to continue integrating this focus on mathematical reasoning within the classroom and motivate students with school wide events ie: Figure-out-able Fridays, and daily announcements that encourage mathematical reasoning skills. We also plan to continue to provide learning opportunities through Professional Growth Plan goals, on line modules paid for by the school and access to the many Podcasts, for both staff and parents. Keeping the urgency of the priority alive, we are currently supporting another elementary school with opportunities for some of their teachers to observe classes here. We are also supporting some site based summer Professional Development for this school to help mentor their staff and ignite some passion in their interest in mathematical reasoning instruction.

Plan Reflection

Principal Reflection:

In addition to our priorities that focus on numeracy and literacy, our school scan has surfaced a few significant trends around students' emotional well-being and regulation. We have noticed that some of our priority students are unable to have all their needs met within their designated classrooms. Offering these students options of programming within the school day to help address their emotional well-being has resulted in more positive behaviour and greater confidence in the students' sense of their self worth. Our next steps will include intervention strategies to help ensure all students to see themselves as successful in engaging in school activities that reinforce their sense of emotional well-being. Furthermore, we have recognized as a staff the strength of combining our support for students. Through brainstorming and collaborating all teachers consider offering options to our priority students, even those that might not be part of their regular classroom. Understanding the critical nature of mental well-being sets the tone for our staff to see themselves at collectively responsible for all students.