



Cariboo-Chilcotin School District 2022-2023 School Plan for Learner Success



School Name: Horse Lake Elementary



Ministry of Education Framework: A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care and students with disabilities or diverse abilities.



Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2022-2023 Goals and Focus Areas:

- Improve the number and percentage of Indigenous students grades K-7 meeting or exceeding expectations in literacy. School wide focus on literacy instruction.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - School wide focus on literacy instruction
 - Supplemental reading support (teacher, EA, LST) for targeted students
- Engage staff in the district Learning Series, both through Professional Development opportunities, and by bringing in consultants to work with staff.
- Provide staff with an opportunity to work with Leyton Schnellert in the preparation and delivery of literacy strategies for identifying key facts and producing outlines.
- Actions for Enhancing Staff Capacity & Learning
 - Whole staff review of best practices and reading assessments min staff meetings
 - Work with Pro D to increase teacher capacity
 - Promote opportunity for collaborative marking of FSA
 - Comparison of FSA results and school data and exploration of any discrepancies

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

2022-2023 Goals and Focus Areas:

- Improve the number and percentage of students grades K-7 meeting or exceeding expectations in numeracy. School-wide focus on numeracy instruction.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Continuing using Peter Liljedahl’s work with the “thinking classroom”
 - Make use of AFL practices to support struggling students with individual, small group or large interventions
 - Comparison of FSA results and school data and exploration of any discrepancies
 - Use of outdoor learning environment and numeracy skills
- Actions for Enhancing Staff Capacity & Learning
 - Engage staff in the district Learning Series, both through Professional Development opportunities, and by bringing in consultants to work with staff.
 - Provide staff with an opportunity to work with Carole Fullerton in the preparation and delivery of numeracy strategies by using manipulatives and other hands-on strategies.
 - Collecting and analyzing information from FSA and report card marks to see if there are specific areas of focus requiring further support, especially for Indigenous students.
 - Explore alternate options for numeracy resources in the class, including visible evidence of influences of vertical group workspace.
 - Drumming and numeracy lessons taught to students and measuring impact.

Human and Social Development

Educational Outcome 3: Students will feel welcome, safe, and connected to their school

3.1 Attendance

2022-2023 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2023

3.2 Connection to School

Goals and Focus Areas

- Our goal is to improve upon the percentage of students who feel welcome in our school.
- Our goal is to improve upon the percentage of students who feel a sense of belonging in our school
- Ensure that our First Nations students feel a sense of belonging within the culture fostered at Horse Lake

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Talk to students to identify what things make them feel welcome and give them a sense of belonging in our school
 - Work through the Positive Behavior Support system (Horse Bucks)
- Actions for Enhancing Staff Capacity & Learning
 - We will review the data from the satisfaction survey to determine deficiencies in our environment
 - Survey students to determine what impact our focus on outdoor learning has had on sense of belonging
 - Continue with the “Horse Buck” reward program with students
 - Increase ‘full school’ activities – Christmas Hot Lunch for all students and staff
 - Feature an aboriginal feast for all students in the Spring
 - Identify students that need more support and provide focused attention

Other Focus Area

At Horse Lake we believe that staff have a collective responsibility to work toward our school goals. All Horse Lake students are the responsibility of all staff members as these students move through their journey at our school.

As part of our outdoor learning projects, we encompass many First Peoples Principles of Learning and will be planning lesson with a placed-based focus.

Overall Reflection

We have had positive results over most of our goal areas. Outdoor learning has been made a priority, and the outdoor classroom has been a great addition to the school. This learning has become more visible and expected by both students and staff. The district learning series has had a positive impact on our staff and lead to improved achievement for our students.

Glossary:

ELA – English Language Arts

EPRA / DART –Performance-based reading assessments, designed in British Columbia, by cohorts of British Columbia educators, in response to teachers’ questions about how best to use assessment information to guide their reading instruction.

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students.

FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and Numeracy.

SBT – School Based Team: A team led by the principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students.