



RL-Clemitson School Learning Plan

 <p>School District No. 73 (Kamloops/Thompson)</p>	School Name: RL-Clemitson Elementary	
	School Year: 2017-2018	
	Focus: Social Learning	

School Vision

At RLC, we want all learners in our school community to be critical thinkers who solve problems empathetically, develop resilience and nurture creativity within themselves and others.



Purpose

As we move forward towards the new Ministry Curriculum, district initiatives, and the changing needs of our students, we have identified a major learning goal that we will focus on to help move teacher practice and in turn, student learning, forward in developing the competencies they will need as learners to thrive in the 21st century.

<p><u>School Context</u></p>	<ul style="list-style-type: none"> > 333 Students K-7 > 28 Teaching & Support Staff > 45 Aboriginal Students > 31 Special Needs <p><i>Around the School</i></p> <ul style="list-style-type: none"> > Choir > Girls Groups > Leadership > Buddy Groups > Intramurals <p><i>Around the District</i></p> <ul style="list-style-type: none"> > Science Fair > Sports Teams (Volleyball, basketball, Flag Football) > Battle of the Books > Young Authors > Young Artists > Math Challenge
<p><u>Learning Partner Engagement</u></p>	<p>Engaging all of our stakeholders was paramount to ensure we are moving in the right direction with our plan development.</p>

	<p>Students:</p> <ul style="list-style-type: none"> ➤ Class Discussions ➤ Surveys <p>Staff:</p> <ul style="list-style-type: none"> ➤ Staff meetings discussions ➤ Pro-D Days ➤ Surveys ➤ BC Ed Plan Presentations ➤ Assessment Development ➤ Breakout Sessions (Grade Level) <p>Parents:</p> <ul style="list-style-type: none"> ➤ PAC Meetings ➤ Thought Exchange ➤ Surveys ➤ Discussions
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School Focus

The Inquiry Cycle diagram consists of four blue arrows forming a circle. The top arrow points right and is labeled 'REFLECT' with the subtext 'On one aspect of your teaching'. The right arrow points down and is labeled 'COLLABORATE' with the subtext 'To customize strategies for improvement'. The bottom arrow points left and is labeled 'IMPLEMENT' with the subtext 'Your solutions in your classroom'. The left arrow points up and is labeled 'EVALUATE' with the subtext 'Student data to reach every child'. In the center of the cycle, the text 'The Inquiry Cycle' is written in bold black font.

Project Based Learning:

- Over the last couple of years we have tried to engage our students by developing a deeper knowledge of material through the use of project based learning. Moving away from traditional textbook centered learning, students are able to practice their organizational skills, communication skills with peers and adults and develop

creativity. Students can see the benefits of how their academic work can be connected to real-life issues.

- PBL is also an effective way to integrate technology into the curriculum. Through the use of Chrome Books, Ipads and Green Screens students are able make real world connections sparking their natural curiosity.

Building a Positive School Climate:

- Fostering respect & responsibility plays an important role in the development of school climate. By teaching and modeling respect and responsibility RLC is able to promote a healthy climate which in turn prevents problem behaviour. While decreasing such behaviours a positive climate increases academic engagement and achievement. Staff are also helping promote a positive school climate by offering up

	<p>their time to be involved in such things as coaching sporting teams, intramurals, choir, crocheting, Battle of the Books and many other extra-curricular activities.</p>
<u>School Goals</u>	<ol style="list-style-type: none"> 1) To foster basic numeracy and reading skills in a real world context 2) To build resiliency in students so they will become risk takers.
<u>Goal 1</u>	To foster basic numeracy and reading skills in a real world context
<u>Related District Strategic Plan</u>	<p>Priority 1: Ensure each student acquires strong foundational skills and core competencies.</p> <p>Goal Area 1.2: Students will graduate with strong foundation skills in literacy and numeracy</p>
<u>Goal Rationale</u>	Ongoing improvement of basic skills is essential to the staff/parents at RLC as they see this as critical for the academic success of all students.

Strategies



- Inquiry based learning where students are able to choose areas of interest to promote engagement and active exploration.
- The use of technology to explore various ways to demonstrate and generate knowledge and learning.
- Partner with community groups, district staff and educational institutions to provide relevant learning experiences.
- Student leaders and big buddies to facilitate a positive learning environment and mentorship.
- Early literacy and numeracy intervention strategies and support.
- Learning opportunities for all that are reflective of The First People’s Principles of Learning and Aboriginal Perspective
- Assessment strategies that provide immediate and constructive feedback.

Evidence of Learning

- District Assessments
- Provincial Assessments
- Report Cards
- School Learning Survey
- Digital/School Portfolio
- Parent Survey

	➤ Self-Assessment
<p><u>Progress of Evidence of Learning</u></p> <p><u>Strategies Addressed</u></p> <p><i>Early literacy and numeracy intervention strategies and support.</i></p> <p><i>Partner with community groups, district staff and educational institutions to provide relevant learning experiences.</i></p> <p><i>Inquiry based learning where students are able to choose areas</i></p>	<p>Hosted Come Read with Me (Oct 2017)</p> <p>Hosted You can Count on Me (Nov 2017)</p> <p>LART Support (ongoing)</p> <p>Intensive Phonological Awareness (6 weeks sessions)</p> <p>LLI Reading Kits used for struggling readers</p> <p>Inquiry through Lit Circles</p> <p>One-to-One Reading</p> <p>Sprints</p> <p>Literacy Team (Literacy Coordinator and staff) collaborated with four intermediate teachers and worked on reading and writing strategies (May 2018) Scheduled for fall of 2018 as well.</p> <p>School Learning Survey</p> <p><i>(those students who answered sometimes and above)</i></p> <p>At school, do you get to work on things</p>

of interest to promote engagement and active exploration.

you are interested in as part of your course work?

Gr. 4 54% Gr. 7 53%

I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve). **Gr.7 90% Gr. 4 72%**

I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve). **Gr.7 67% Gr. 4 59%**

All intermediate classes are paired with primary classes to help with science or ADST projects.

Student leaders and big buddies to facilitate a positive learning environment and mentorship.

Percentage of students meeting or exceeding expectations in Reading and Numeracy.

Reading & Writing **Gr. 4 75% Gr. 7 70%**

FSA Results

Numeracy **Gr. 4 64% Gr. 7 80%**

<u>Goal 2</u>	To build resiliency in students so they will become risk takers. -
<u>Related District Strategic Plan</u>	Priority 1: Ensure each student acquires strong foundational skills and core competencies. Use evidence-based instruction and assessment that promotes resiliency and social emotional learning. -
<u>Goal Rationale</u>	Evidence indicates that students who leave school every day having participated in certain experiences are students who leave school optimistic about their educational and personal futures. These experiences are ones that provide them with academic success, show them that they are valued members of a community, made contributions and make them feel empowered. (competence, usefulness, belonging, and potency)

Strategies



- Use instructional practices that recognize individual differences and needs in order to be challenging to reach students level and capacity.
- Teach students that difficulties can be viewed as challenges and failures and mistakes as lessons to be learned from.
- Provide opportunities for students feel that they belong to a larger group.
- Provide opportunities for students to work collaboratively and cooperatively.
- Instill habits that build commitment to the attainment solid goals that connect to real life
- Use instructional practices that promote control-recognizing situations that we have control over and accepting the situations we do not.
- Assessment strategies that provide immediate and constructive feedback.
- Build partnerships with community and other

	<p>educational institutions including those within our Family of Schools.</p> <ul style="list-style-type: none"> ➤ The use of technology to enhance peer modeling and exposure to safe and collaborative learning environments. ➤ Indigenization of mainstream programs to reflect Aboriginal culture. ➤ Visibly recognize growth and success using evidence-based models that honour and respect individual learning and growth. <p style="text-align: center;">-</p>
<p><u>Evidence of Learning</u></p>	<ul style="list-style-type: none"> ➤ District Assessments ➤ Provincial Assessments ➤ Report Cards ➤ School Learning Survey ➤ Digital/School Portfolio ➤ Parent Survey ➤ Self-Assessment
<p><u>Progress of Evidence of Learning</u></p> <p><u>Strategies addressed</u></p> <p><i>The use of technology to enhance peer modeling and exposure to</i></p>	<p><u>Progression of Strategies</u></p> <p>Giving students an opportunity to work collaboratively and cooperatively.</p> <p>Project based learning.</p> <ul style="list-style-type: none"> ● 4 Chrome Carts

safe and collaborative learning environments.

Use instructional practices that promote self-control- recognizing situations that we have control over and accepting the situations we do not.

- Cooperative Teaching
- Buddy Classes (Hands-on-ADST- Science based)

School Learning Survey

(those students who answered sometimes and above)

*Do you get to work together on projects with your classmates? **Gr. 4 81% Gr. 7 96%**

*Do you have chances to show your learning in different ways (pictures, models, writing)?

Gr.4 84% Gr.7 88

Using Zones of regulations to help students recognize how they are feeling.

Using Mind-Up strategies that help students refocus and get re-centered so they can become productive. Give them an understanding of how the brain works when a person is upset.

School Learning Survey

(those students who answered sometimes and above)




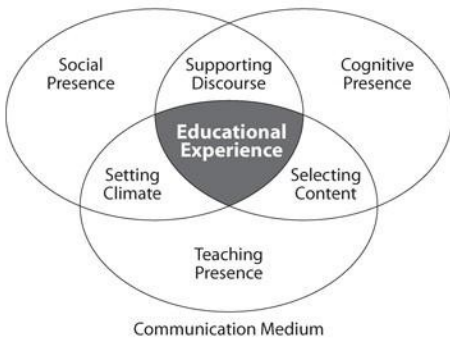
I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)- **Gr.7 24% disagree Gr.4 41% disagree**

I am learning how to care for my physical health.(examples, getting healthy food, exercise) **Gr. 7 8% disagree Gr.4 16% disagree**

School Learning Survey

(those students who answered sometimes and above)

<p>Assessment strategies that provide immediate and constructive feedback.</p>	<p>Do you have chances to self-assess your work? Gr. 4 54% Are you taught to show your learning in different ways? (for example, pictures, models, written work) Gr. 7- 88% Do you know what things are considered when your work is assessed? Gr. 4 63% Gr. 7 88%</p> <p>Digital Portfolios are being used by all intermediate classes.</p>
<p><u>Theory of Action</u></p>	<p>Focusing on core competencies:</p> <ul style="list-style-type: none"> ➤ Competencies come into play when students are engaged in “doing” in any area of learning. This includes activities where students use thinking, collaboration, and communication to solve problems, address issues, or make decisions. The ultimate goal is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>C</p> <p>COMMUNICATION</p> <p>The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.</p> </div> <div style="text-align: center;">  <p>T</p> <p>THINKING</p> <p>The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:</p> <ul style="list-style-type: none"> • creative thinking • critical thinking </div> <div style="text-align: center;">  <p>PS</p> <p>PERSONAL & SOCIAL</p> <p>The personal and social competency includes:</p> <ul style="list-style-type: none"> • positive personal & cultural identity • personal awareness & responsibility • social responsibility </div> </div> <div style="text-align: center;"> <p>Community of Inquiry</p>  </div>	<p style="text-align: center;">areas</p> <p>Engagement of Learners:</p> <ul style="list-style-type: none"> ➤ Engagement in learning is developed when students encounter work that is relevant, interesting, and connects with their aspirations and interests; when the work they do is authentic, challenging, deeply conceptual, highly social, and collaborative; when the ideas of each student are valued; and when the relationship between teacher and student, and among students themselves, is both reciprocal and mutually respectful.
<p><u>Students Requiring Extra Support</u></p>	<ul style="list-style-type: none"> ➤ Assignment of case managers to Ministry Designated Students ➤ File Reviews, Level B Testing ➤ Differentiated instruction in classrooms ➤ Homework Club ➤ Individual learning through PBL ➤ Leadership student mentoring

	<ul style="list-style-type: none"> ➤ LART referral
<p><u>Professional Learning Plan</u></p>	<ul style="list-style-type: none"> ➤ Continue with dividing staff meetings to focus on classroom learning ➤ Continue with staff presentations to showcase what is working well/technology ➤ Implement the “Train the Trainer” model for PBL & Presentations of Learning ➤ Implement a plan for primary/intermediate collaboration time ➤ Continue with and build upon community events that showcase RLC ➤ Continue with with a cohesive plan for professional development days that build on our school goals