

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

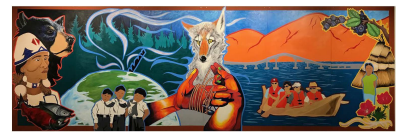
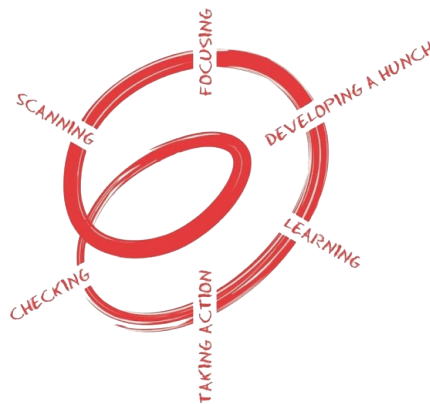
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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](#)



*LiDine - Spirit of Excellence
Shelton Lusk / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mental Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Glenmore Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: Dual Track French Immersion

Family of Schools: Central Family of Schools

Overall School Population: 644

Student Population Indigenous: 55

Student Population, Children in Care: 0

Student Population, SPED: 44

Student Population, ELL: 25

Principal: Brady Ibbetson

Vice Principal: Brett Beaudry

Grade:

- K
- Gr. 1
- Gr. 2
- Gr. 3
- Gr. 4
- Gr. 5
- Gr. 6

Number of Administrators: 2

Number of School-Based Teachers: 37

Number of School-Based Support Staff: 10

School Learning Story

Background:

École Glenmore School has been a part of the Glenmore community for 70 years and has continued to evolve as part of the growing City of Kelowna and develop programs that reflect the recent Ministry of Education curriculum redesign. Our current campus includes buildings that were originally part of two smaller schools- Glenmore Elementary (the Main) and Mountainview Elementary (now referred to as "The Pods"). Six portable classrooms were also added to create one of the largest elementary schools in the province with 644 students. There are both English and French Immersion program streams at Glenmore - this requires a large group of dedicated educators and support staff.

School Scan

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?):

Satisfactory results in our school student learning survey as it pertained to the three areas of leadership, culture and academics as well as the MDI results looking at the well being of students.

Student Learning Goal 1:

To empower students with the leadership and life-skills to thrive in the 21st century. Developing the whole child by teaching leadership, creating a culture of student empowerment and aligning systems to drive results in academics.

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](#):

Curricular Competencies: Personal and Social

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
 - Novelty and value
 - Generating ideas
 - Developing ideas
- 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-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



C

Communication

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments



T

Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas



T

Critical Thinking

1. Analyse and critique
2. Question and investigate
3. Develop and design



PS

Positive Personal & Cultural Identity

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities



PS

Personal Awareness & Responsibility

1. Self-determination
2. Self-regulation
3. Well-being



PS

Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. 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	MRA Student Learning Survey Data	All students considered for learning and social emotional needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	MDI data	All students considered for learning and social emotional needs.

Taking Action and Learning

Leading Professional Learning:

Summer Pro D day with Mike Suto (LIM Coach) 2022. Setting goals and aligning our practices.
 Summer Pro D day August 2023 -- Leader in Me, Goal Setting Collaboration and Differentiation.
 Summer Pro D day planned for August 2024 -- focus on CASEL and resources from our School District Social Emotional Learning team

School Level Strategies and Structures:

On going collaboration on Implementation Day and at staff meetings.

Classroom-level Instructional Strategies:

Classroom lessons on the 7 Habits

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
Equity in Action Agreement – Learning Environment (School Culture)	Empowering student leadership, creating culture and aligning academics

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	CASEL resources	1000

Checking for Impact

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

We saw a dip in many areas, as evidenced in our MRA data. Scores in areas of Leadership, Culture and Academics decreased, with largest decrease around Staff leadership and Supportive staff environment.

MDI results show that we still require more focus on the social and emotional well-being of our students.

Recommendations for next steps for this School Student Learning Priority:

Summer Pro D Day in house planned for August 2024-- Shifting to focus on CASEL and the resources provided by the district Social Emotional Learning team while still using some of Leader in Me language, Goal Setting Collaboration and Differentiation in literacy.

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?):

PM Benchmark and GB+ results

Student Learning Goal 2:

100% of students will grow in Reading by at least one level in PM Benchmark and GB+ for French Immersion.

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: Communication
Thinking

School Community Student Learning Plan

Core Competencies

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PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS **Personal Awareness & Responsibility**

1. Self-determination
2. Self-regulation
3. Well-being

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	GB+ and PM Benchmark data	All students considered for learning and social emotional needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Staff reflections and observations	All students considered for learning and social emotional needs.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Ongoing collaboration at staff meetings
 Summer Pro D day August 2023 -- Leader in Me, Goal Setting Collaboration and Differentiation.
 Summer Pro D day planned for August 2024 -- SEL, Goal Setting Collaboration and Differentiation

School Level Strategies and Structures:

Ongoing collaboration at staff meetings
 Differentiation workshop at staff meeting

Classroom-level Instructional Strategies:

Developing French vocabulary through oral language activities
 Teaching reading (phonological awareness) skills and writing using a growth mindset
 Guided reading groups with high needs most frequently
 Direct teaching of phonemic awareness (Haggerty)
 Daily alphabet learning through activities/games/songs, etc (Kindergarten)

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	GB+ and PM books	5000

Checking for Impact

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

All students improved at least one level in PM Benchmark and PB+ for French Immersion students.
 Teachers reflected that they have seen improvements in all learners. However, they still seek strategies to help with those struggling at grade level.

Recommendations for next steps for this School Student Learning Priority:

Summer Pro D Day in house planned for August 2024-- Shifting to focus on CASEL and the resources provided by the district Social Emotional Learning team while still using some of Leader in Me language, Goal Setting Collaboration and Differentiation in literacy.
 Differentiation needs to be a continued focus to meet the needs of all learners.
 Invite staff to participate with ILT on literacy.
 Outdoor Education Inquiry group.

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?):

The need to improve our literacy by developing and implementing a differentiated literacy program.

Student Learning Goal 3:

Improve ALL students reading and writing through a differentiated literacy program.

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

Functional Skills: Literacy

Curricular Competencies: Communication
Thinking

School Community Student Learning Plan

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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Ed Insight Literacy data: FSA, Report Cards	All students considered for learning and social emotional needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Staff reflections and observations	All students considered for learning and social emotional needs.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Summer Pro D day August 2023-- Leader in Me, Goal Setting Collaboration and Differentiation.
Summer Pro D day planned for August 2024 -- SEL, Goal Setting Collaboration and Differentiation

School Level Strategies and Structures:

Discussion and collaboration during staff meeting.

Classroom-level Instructional Strategies:

practice through daily, weekly repetition
Classroom support teachers providing in class support and team teaching.

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	Books, literacy resources	3000

Checking for Impact

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

Many staff implemented differentiated literacy programs. Some teachers are still working towards changing their existing teaching and instructional patterns. Working on staff empowerment and voice while still ensuring that students are thriving and being successful.

Recommendations for next steps for this School Student Learning Priority:

Summer Pro D day in house planned for August 2024-- Shifting to focus on CASEL and the resources provided by the district Social Emotional Learning team. while still using some of Leader in Me language, Goal Setting Collaboration and Differentiation in literacy.

Plan Reflection

Assistant Superintendent's Reflection and Next Steps:

Ecole Glenmore Elementary Schools has dedicated several years to empowering students to be leaders. The 7 Habits and CASEL competencies serve as valuable tools for both students and staff in achieving this learning priority. Additionally, the school emphasizes improving reading skills by at least one level, with a focus on targeted strategies to support struggling readers. academic priority of improving reading by at least one level is a good school focus and looking at specific strategies to differentiate instruction to support struggling readers. I encourage the team to continue to persist in differentiating instruction and applying Universal Design Principles to empower all learners to thrive and be successful. Thank you for all your hard work.