

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:

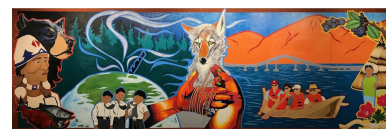
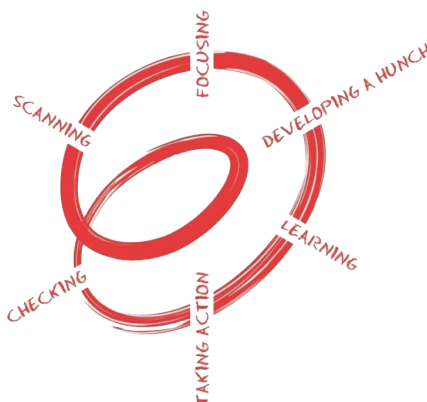
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

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: Dr. Knox Middle School

School Year: 2023-2024

School Level: Middle School

School Type: Dual Track French Immersion

Family of Schools: Central Family of Schools

Overall School Population: 1020

Student Population Indigenous: 90

Student Population, Children in Care: 8

Student Population, SPED: 101

Student Population, ELL: 80

Principal: Luke Campbell

Vice Principal: Kevin Auclair and Rebeca Austin

Grade:

☒ Gr. 7

☒ Gr. 8

☒ Gr. 4

Number of Administrators: 3

Number of School-Based Teachers: 58

Number of School-Based Support Staff: 30

School Community Student Learning Plan

School Scan

Student Learning Priority 1

2023-03-13

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

School-wide reading assessments (reading fluency test and passage comprehension test), showed that many students were reading below grade level - check in on data

Thought Exchange (Staff Scan) - Literacy came up as a priority

Parent feedback in PAC meeting also showed literacy as a priority

Student Learning Goal 1:

Dr. Knox will foster a culture that promotes literacy throughout our school community to communicate and connect with the world around us effectively.

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

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
 - ☒ Novelty and value
 - ☒ 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-determination
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
 - ☒ Valuing diversity



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	School Wide Write, Reading assessment data & Readubg Program data (number of students, progress)	scribe, extra time, support as needed, quiet space, alternative location eg: gathering room

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Written Learning Update data	IEPs, SSPs, AIPs, and all accommodations/modifications being implemented for learners. Consult with Advocates see which students would like to write in an alternate location, with the support of the advocate.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Llibrary data (number of books signed out, number of students accessing library, number of teachers collaborating with libraian)	consideration of libraries in alternate locations, not just the main library. Books being accessed in the resource room, learning assistant room, gathering room, ELL support room and reading materials

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	visual evidence of literacy on walls of classroom/school (ex: word walls)	considerations for languages being represented

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	surveys, reflections from school community (students, staff, adn parents)	Considerations for languages and the technology needed to access

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Train staff around the different types of literacy and what it looks like across subject areas

School Level Strategies and Structures:

Centre the school around the library
Living Library event
Build awareness about literacy by using goals
set sub-goals with a multi-year plan
goals across grades to help build student momentum
Discover what motivates students
Literacy for fun (clubs like Harry Potter, journaling, etc.)
Provide reading material that students can relate to
Fun competitions like Battle of the Books
extracurricular activities involving literacy
Community outreach - international letters, pen pals, seniors, Christmas cards, work projects
Cross curricular and cross grade activities

Classroom-level Instructional Strategies:

Direct instruction around what literacy is and can look like
Direct vocabulary instruction
Include all subjects under the category of "literacy"
How is literacy shown in each subject?
First Peoples storytelling
Stories through music
Language literacy
Digital literacy
Physical literacy
Daily or weekly journals, portfolios, silent reading

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	
District Strategic Plan - Transformative Leadership	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning		3000

School Community Student Learning Plan

Checking for Impact

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

We started off the 2023/2024 school year by using half of our curricular leader team to focus their efforts on our literacy goal

We have provided a literacy presentation at a staff meeting and provided a workshop at the October implementation day to promote literacy instruction across curricular areas, and to support teachers with literacy instruction strategies

We have school-wide reading and writing assessments underway

Recommendations for next steps for this School Student Learning Priority:

Collect and review the data from the school-wide reading and writing assessments to see if there are literacy skills we should focus on

Develop survey/empathy interview to gather information from staff, students and parents

Review staff responses from previous survey questions to determine specific steps / create clear “if we ... then, ...” statements

Include FSA assessment data for literacy

School Community Student Learning Plan

Student Learning Priority 2

2023-03-13

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Student Satisfaction Surveys -
Staff and Parent Satisfaction Surveys -
School Based Social/Emotional Learning Survey (Open Parachute) -
Attendance data - showed a trend that absences have been increasing
Thought Exchange - detailed staff observations that SEL (inclusivity) is a priority

Student Learning Goal 2:

Dr. Knox strives to be an inclusive community that fosters empathy, resilience, and appreciation for all of its members.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

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School Community Student Learning Plan

Core Competencies

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 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Critical Thinking
 - ☒ Question and investigate
- ☒ 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



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	Satisfaction Survey/Reflections from students, staff and parents	consideration for languages, technology needs to access

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Connect Room Data, gathering room data, resource room data	consider the number of students receiving SEL support through connect, gathering room, and resource.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	participation data (in clubs, sports, music, leadership events etc)	offer a variety of options, low-risk event

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	visual evidence on walls of classroom/school (bulletin boards, classroom co-created expectations)	consideration of languages, pictures with words (take away language barrier)

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Counselling center data (# referrals, appointments)	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

SEL training - Implementation Day and staff meetings used to provide staff with tools and language around SEL
Cultural sensitivity training
Restorative Justice opportunities

School Level Strategies and Structures:

Display shared SEL language in school hallways, library, gym
SEL program and prepared lessons
Multi-grade level leadership opportunities (mentorship)
Encourage staff community first (walk the walk)
GWIC slip winners - so many it's ridiculous

Classroom-level Instructional Strategies:

Display shared SEL language in classrooms
SEL lessons (embedded and not embedded)
Multi-grade level classroom events
Random groupings and seating plans (not just friends)
Reading Knox News Daily
GWIC slip handing out daily
Peer tutors/mentors

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	
Equity in Action Agreement – Learning Environment (School Culture)	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Prizes for GWIC slip initiatives	500

Checking for Impact

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

Participation in clubs: We offer a wide range of clubs both at lunch and after school to meet diverse needs/interests of the student body
Visual evidence of SEL practices: many teachers display school expectations on walls, SEL monthly themed bulletin board by main stairs
Visual evidence of SEL practices: many teachers display school expectations on walls, SEL monthly themed bulletin board by main stairs, SEL monthly lesson on the school calendar (and included in daily Knox News)

Recommendations for next steps for this School Student Learning Priority:

Participation in clubs: to get more concrete data, could connect with sponsor teachers to gather numbers of regular attendees
Visual evidence of SEL practices: continue to encourage all classrooms to display posters/class-created products from the monthly SEL lessons
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