

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:

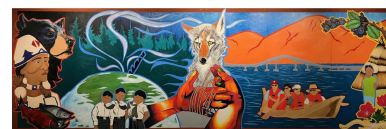
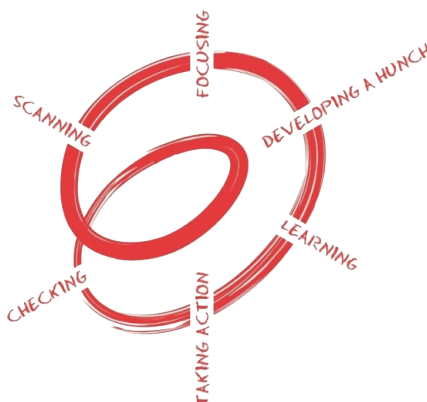
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



Lifeline - Shiloh Belliveau
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity



School Overview

School: Oyama Traditional School

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Lake Country/Mission Family of Schools

Overall School Population: 176

Student Population Indigenous: 20

Student Population, Children in Care: 0

Student Population, SPED: 13

Student Population, ELL: 2

Principal: Mr. Robbie Franklin

Grade:

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

Number of Administrators: 1

Number of School-Based Teachers: 10

Number of School-Based Support Staff: 6

School Community Student Learning Plan

School Learning Story

Background:

Since the little white school house first opened in 1911, OTS has been a safe and caring part of the Oyama community helping all students to thrive and gain foundational skills in math, literacy, and the arts, and to create a joy of learning. Located on the isthmus between Wood Lake and Kalamalka Lake, our classrooms extend beyond the welcoming doors of the school. We take pride in being a part of Central Okanagan Public Schools which educates students in a safe, inspirational learning environment where each student develops the knowledge and skills to be a lifelong learner and healthy productive member of our global society

In 2015, as a community of learners, OTS started on a journey of learning using the Spirals of Inquiry as a framework and guided by the Central Okanagan's Attributes of a learner, OECD principles of learning and the First People's Principles of Learning. This iteration went through a checking phase in 2018 and the work that was done in this cycle can be seen here.

In the spring of 2018, the second iteration of the Spirals of Inquiry process began. The entire student body was a part of the process as well as parents and the community as a whole. We are currently moving toward a hunch around student agency and learning through high quality tasks that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers.

Learner Agency remained a focus throughout the pandemic and our community focused on how to empower students to own their learning and to be their own guides. This plan can be seen in more depth on the OTS Learning Plan for 2020/21 as well as on the short video of our school.

As we came out of the pandemic in 2022/23, we looked to continue our focus on belonging, specifically in understanding how collaboration and the concept of community can support social emotional well-being as our first learning priority. Throughout this process, we will dedicate time to understanding what the term "traditional" means to our school, including various perspectives such as "traditional" indigenous learning. Our second priority looks to provide some alignment within our school community, utilizing the new BC K-12 Student Reporting Policy to guide us in how we collect, assess, and report student progress as well as using data to inform of us on learning practice.

Throughout 2023/24, staff focused on the concept of student agency from Shane Saffir (identity, belonging, mastery, efficacy) where staff continued to implement a variety of strategies such as UFLI to increase student reading levels as well as maintain the positive social emotional state of our students. Staff reviewed both qualitative and quantitative data collected, and identified positive trends in both student literacy (with a focus on reading), as well as high connection and belonging within our school. Our goal for the future will be to continue the positive work in both these areas, noting how the agency framework allows us to work in a spiral that moves from "I can" statements in student efficacy back to "I am" statements that show identity. We will begin to explore numeracy the same way we looked at reading as new hunches have emerged that require focus in this area for the future. Finally, we are looking forward to reviewing our identity as a school reflective in current pedagogical learning practices as well as celebrating our strong sense of historical community.

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.**

Indigenous - Utilize information collected through EdInsight to ensure Indigenous student information is specifically analyzed. Connect with Indigenous Advocate and teachers to collect qualitative data.

Diverse Needs - Connect with RT, LAT, and teachers through both formal (SBT, IEP) meetings, and informal meetings to ensure students are learning. Collaborate with School Psychologist who is new as well as with any other pertinent professionals involved in student IEP's or learning plans.

We are also paying close attention to our primary grades who received the majority of their schooling to date in pandemic protocols. This includes both academic and social emotional monitoring.

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

Type of Student Learning Evidence	Short Description	Further Details
Student Learning Surveys	BC Student Learning Survey MDI EDI	Trends over time have articulated that students at OTS have a strong sense of belonging and feel safe and cared for as part of the community. An area of note that emerged was the amount of involved adults that in a particular year was low, suggesting we need to do work on collaborative structures.
Student achievement data	EdPlan Insight (PM Benchmarks, School Wide Write) FSA Report Cards/Learning Plans/IEP updates.	Data over a period of three years has shown literacy to be a concern. This was noted on PM benchmarks as well as on FSA results. With dedicated time to literacy supports in 2021/22, there was an increase in student success that has carried over into 2022/23 shown through PM benchmark data.
Empathy Interviews	SEL RTI Class reviews	Generally speaking, staff have a strong knowledge of the students in our school. In particular within their specific classes. However, staff noted the power in collaboration and how that has an effect on students feeling a number of adults in the building care for them. This allowed thoughts to develop on how staff and students can interact on a level beyond just their own particular classrooms.
Pedagogical documentation	Empathy style wonder questions regarding the meaning of "traditional" school	Various perspectives are being shared both in structure as well as pedagogy. These are the beginning discussions analyzing teaching practice and the overall vision of the school. Looking at latest research in teaching practice through the OECD principles and the first peoples principles of learning as well as beginning to unpack the history of the school to discover the values that guide our staff, students, and the parent community.

School Community Student Learning Plan

Focusing

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

Student MDI found confidence in our students is strong. There has been an increase in the reporting of positive adult relationships, after school activities. Peer relationships and nutrition and sleep remain similar to the past years, however remain at and above district averages respectively. Both the MDI and EDI note conditions and results are positive. We have increased the number of students who fall into the thriving index of wellness on the MDI. Within the school, staff have dedicated time and effort to ensure well being has a focus using guidance from our district strategic plan. We continue the traditional house communities within our school, but are looking at them with a new lens considering the indigenous connections of our area and that traditional perspective. Weekly assemblies will also focus specifically on the core competencies, where well being has specific focus. Connection and belonging include human relationships (student/student, student adult) and look to go deeper with connections to the land and our environment as well. Staff completed an exercise that allowed us to try and identify those students who may not have a strong connection and actively seek ways to ensure they are offered opportunities to show their value. We have embedded collaborative structures with multi level grades, teaching partnerships, and student buddies. We are looking to further the "story telling" through empathy interviews with students, staff, and our parent/guardian communities.

Student Learning Goal 1:

Social Emotional Belonging - Collaboration and Community

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](#):

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Collaborate to plan, carry out, and review constructions and activities
- ☒ 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
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Valuing diversity
 - ☒ 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	MDI results, EDI results both show conditions at home and school allow for opportunity for students to thrive. MDI data over time shows an increase in the number of students who are thriving with well-being.	Focus on learning about the school from a "traditional" indigenous lens and how we can connect through a new lens to each other as well as the land around us.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	RTI classroom SEL empathy discussions show students enjoy school, and feel safe and cared for from fellow students and the adults in the school.	Staff professional activity focusing on multiple adult connections within the school. LAT support for ELL students. House teams are designed for multi-grade connections. Education on core competencies and dedication to well-being a focus in assemblies.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

peter block- Community book study
Entire staff taking part in professional growth plans together in circle
Water Ceremony led by Indigenous elder for implementation day
Voices program supporting work in grades 4/5
Revisiting what it means to be a "traditional" school
trauma informed practice

School Level Strategies and Structures:

Collaborative structures in place with timetable/teacher partners
4 land based "houses" for collaborative student interactions.
establishing values on what "traditional" school means.
"Belonging activity" during staff meeting
school wide activities/field studies
Extra-Curricular activities (Track and Field, volleyball, battle of the books)
Kindness club
Terrific Kids (community based program)
Assemblies - Core Competencies common language
Christmas Concert
Talent Show
Gratitude Tea

Classroom-level Instructional Strategies:

mindfulness
buddy classes
Outdoor classroom opportunities
Regulation tools
Sharing circles
collaborative structures (lessons, assessment, seating)

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	Inclusive Learning Cultures - Value the unique identities and diverse contributions of each learner. - Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community. - Engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning. Collaborative Professionalism - Implement effective job-embedded professional learning opportunities. - Utilize inquiry approaches to build cultures of reflective and culturally responsive practices. - Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.

School Community Student Learning Plan

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

District Strategic Plan - Priorities	Description
District Strategic Plan - System Wellbeing	Effective use of district resources - Allocate resources, equitably, to ensure the greatest impact to student learning. - Achieve optimal value from District resources. - Advocate for predictable, sustainable, and sufficient funding. Culture of Staff Wellness and Engagement - Implement wellness initiatives for all staff. - Increase staff engagement by empowering employees and fostering supportive relationships.
Equity in Action Agreement – Learning Environment (School Culture)	- Reflect a strong, culturally-appropriate Indigenous presence in each school
Equity in Action Agreement – Pedagogical Core	Embed the First Peoples Principles of Learning (K-12); • Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture; • Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being; • Provide time and space to understand how implicit bias and racism impacts the nature of instruction, assessment and learning for Indigenous learners; • Create a centralized Indigenous resource portal on the District dashboard enabling all staff to have access to authentic Indigenous resources and pedagogies, cultural guidelines, workshops and professional development opportunities; • Foster Nsyilxcen language instruction in schools. • Continue to foster partnerships between Indigenous Knowledge Keepers and non-Indigenous educators through reciprocal learning opportunities; • Continue to foster community relationships through ongoing collaboration;

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Voices program	1000
Professional Learning	PGP collaboration	1000
Professional Learning	Community book study	200
Professional Learning	Water Ceremony	500
Other	Bussing for field studies	500
Staffing, Supplies	collaborative school wide activities	500
Other	OTS Indigenous/Traditional House shirts	2500

Checking for Impact

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

At this time, much of our data has been "satellite" in nature. We have utilized data from the MDI, the EDI, the student/teacher/parent learning surveys, and staff observations. The evidence to date has shown positive results in our school culture where students feel connected to adults, the school and have the assets needed to thrive in their learning environment and well-being.

Recommendations for next steps for this School Student Learning Priority:

Although there has been a significant movement in this index, continued work should be dedicated to collaboration and community building in order to facilitate continued growth. Dedication to understanding the values within "traditional" learning will need to continue as well to ensure all voices are heard. Empathy scans will begin with the 9 plus 2 Big Questions to guide us on this journey.

School Community Student Learning Plan

Student Learning Priority 2

2023-04-28

Focusing

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

With the introduction of a new reporting order, our staff have looked to alignment in how we provide report cards and focus on common assessment tools (PM benchmarks) and timelines. Through this process, we found that there was a need to focus on reading based on prior PM data and staff empathy discussions. A noted improvement occurred in 2021/22 school year after COVID restrictions were lifted. To date, data has shown similar results for the 2022/23 year. In summary, our intermediate reading levels are strong. Focus will look to primary supports. As of April 23, we have had 10 students catch up to grade level with LAT support. Our primary students requiring LAT reading support and interventions are making gains but 1/2 of the 35 students need further catch up. OTS will once again offer the district summer reading programs. Several Teacher Professional Growth Plan's focused specifically on this - including rethinking the library and how leveled books are distributed, utilizing new teaching practices through uflī, and increasing LAT time at OTS.

Student Learning Goal 2:

Literacy - Reading

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
 - ☒ 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



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM benchmarks	Intermediate levels are strong. We wonder about the COVID catch up from our primary grades. Reading is generally well received among our students, and work has begun to keep the confidence of our students high with changing how we supply leveled books out of the library, how we assess and teach uniformly, and how we diversify our reading collection ensuring a variety of interests for students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Staff feedback, student feedback in surveys	We are in the early phases of taking action in this. A focus on parent reading supports, rethinking what a library can be, how students get the appropriate interest and level of books and teaching specific strategies (ufli), and ensuring we have a diverse selection of books, are all considerations currently at an early implementation phase.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Ufli - Implementation Day
PGP's - Ufli, Redesign of level books to interest books (Home reading project), parent reading support tool
PM benchmarks/EdInsight

School Level Strategies and Structures:

Alignment with PM benchmarks K-5 3 times/year
Ufli - developing reading scope and sequence
Increased LAT time
battle of the books

Classroom-level Instructional Strategies:

Scope and Sequence of reading strategies - implementing Ufli teaching resources
Reading simplified
Haggerty teaching resource
Literacy circles
Literacy stations
Classroom circles/outdoor classroom
ILT/ELT supports

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	Inclusive Learning Cultures - Value the unique identities and diverse contributions of each learner. - Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community. - Engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning. Intentional Design of Learning - Reflect the belief that each learner is capable, competent, and full of curiosity. - Empower each learner and co-create experiences from their questions, passions, and interests. - Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies. Collaborative Professionalism - Implement effective job-embedded professional learning opportunities. - Utilize inquiry approaches to build cultures of reflective and culturally responsive practices. - Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	cabinets/design/storage/books	4000
Professional Learning	Ufli/Implementation day	1000
Learning Resource	Ufli	1500

Checking for Impact

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

We now have alignment and common practice with PM benchmarks, the timing of assessments, and the reporting of these assessments. There is noted improvement in PM benchmarks across all grade levels from 2 years ago. The increased LAT time has allowed for more interventions and supports, more frequently, with more success. We are using consistent language and scope and sequence throughout the school (Ufli). There is a strong focus on early reading interventions.

Recommendations for next steps for this School Student Learning Priority:

Continued professional learning around Ufli and the creation of common teaching practice. Continue to explore the redesign of the home reading project and involve families to learn alongside for home support. Build up further reading volunteers. Build up new and engaging student reading materials and resources along with the teacher resources.

Plan Reflection

Principal Reflection:

Throughout the 2023/24 school year, staff worked on the taking action section of the spirals of inquiry. Ufli reading strategies were implemented throughout all grade levels and a common language is emerging in our school. Data collected through the ELP, EDI, PM Benchmarks, and reporting on student learning updates all indicate positive trends in reading literacy across grade levels. The focus of our reading goal was shared throughout the greater community, and we were fortunate enough to receive a few donations from our local Fire Department as well as Kiwanis that are going to purchasing more decodable reading books. The use of the Big Questions guided student voice in qualitative feedback which was also supported by the Terrific Kids program. Quantitative data from the MDI, EDI, ELP, student learning updates, all showcased positive numbers in our other goal for student wellness/belonging. We continue to strive to build a school where collaboration is embraced by staff, and where teachers have a strong sense of all students in the school beyond just their own classroom.

Looking towards next year, we will continue the spiral on Saffir's Agency Framework - moving from the "I can" statements of student efficacy, to the affirmed "I am" statements of student identity. Ex. I am a reader and I belong are statements reflective of identity, beyond just skill acquisition. As we look to explore identity further, we will seek feedback and use data from student/staff/families to further guide discussions on who we are as a school community and what it means to be a traditional school in 2024. This will include revisiting the proposal for substantive change and exploring our identity as a school reflective in current pedagogical learning practices as well as celebrating our strong sense of historical community. We will focus on school houses through an indigenous land based lens while tying it to our school community goal of belonging. We will continue to implement and monitor our current reading goal. Finally, we will look to explore school based numeracy, as a new hunch is emerging from staff that may move us into a new stage 1 goal for next year.