

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:

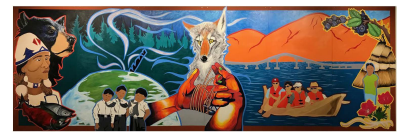
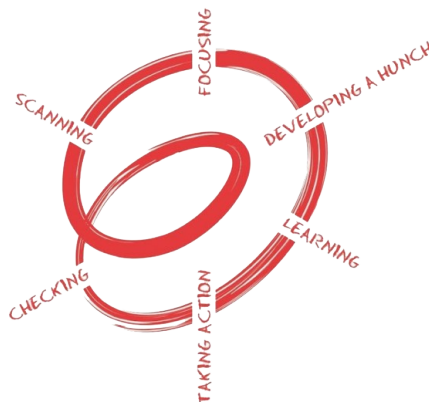
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Sigline Bellavance
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity

School Community Student Learning Plan

School Overview

School: Casorso 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: 490

Student Population Indigenous: 36

Student Population, Children in Care: 3

Student Population, SPED: 40

Student Population, ELL: 26

Principal: Jared Birkeland

Vice Principal: Natalie Morin

Grade:

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

Number of Administrators: 2

Number of School-Based Teachers: 30

Number of School-Based Support Staff: 10

School Learning Story

Background:

At Casorso, we have carried out a deep scan of our staff to determine our Core Values. After this rigorous and rewarding process three core staff values emerged: Growth, Kindness, and Connection. With these core values, we scanned our staff again to see what learning goals we could focus on for the school years ahead. We used a similar process to determine our SEL goal: At Casorso we will create a safe and caring learning environment where all students feel valued and connected, and work in this area began from there. Next, we collated the data we had access to around academic achievement and brought this to staff for analysis and interpretation. Our French Immersion teachers decided they need to focus on developing oral language skills as the foundation upon which literacy in French is built. Our English teachers decided that their students need us to focus on reading and writing.

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.**

We have used both Satellite and Street data to guide our inquiry for learning priorities. Student learning surveys, Edplan Insight, MDI data, were all beneficial data to get an overall sense of how our students were doing and how they felt in school. We presented data to our community members and staff to get their sense of the data and what areas would be the most beneficial for our students. Finally, we conducted empathy interviews with our students to hear what was going on for them at school.

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

Type of Student Learning Evidence	Short Description	Further Details
Student Learning Surveys	Middle Years Development Index	Our school data of 2022-2023 indicated 26% of our grade 5 students didn't have an adult at school with whom they felt connected with. 2023-2024 data indicated this number had dropped to 15%.
Empathy Interviews	Our Healthy Schools coordinators came to our school and scanned 6 students from each grade from 4-6. They used the data from our MDI data and focused their questions on what staff wanted more information about our students.	Students shared that they wanted more outdoor learning experiences, they felt bullied at times in the school. They want staff to know who they are and to feel connected and cared for.
Student achievement data	EdPlan Insight provided data related to student progress in developing skills and proficiency in academic areas.	The data indicated that student achievement in Literacy at CAS is a concern when compared to that of the District and the Province. Reading scores for our primary students in the Eng. program are relatively low. Writing is a concern school wide.
Empathy Interviews	Teachers were interviewed and surveyed to determine their perception of where our learning priorities should be.	Teachers indicated that they feel we should be prioritizing learning in reading, writing, and speaking. It appears oral language skills are a priority for French Immersion, while reading fluency and writing are priorities for English learners.

Student Learning Priority 1

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?):

Staff went through student empathy interview data and identified 6 themes:

1. Safe place without judgement where we can express ourselves freely and be seen and heard and validated
2. A small effort makes a huge difference, less teacher more human
3. Connection and understanding
4. Connectedness, understanding, mental health
5. Little people are connection seeking (before, during and after school)
6. We want to make a school a safe and welcoming space for all

From this, we consolidated our thinking into one concise goal statement: At Casorso we will create a safe and caring learning environment where all students feel connected and valued.

Student Learning Goal 1:

At CAS, we will create a safe and caring learning environment where all students feel valued and connected. We will work towards this goal by promoting the 5 CASEL Social Emotional Learning Competencies:

Self-Management
Self-Awareness
Social Awareness
Responsible Decision-Making
Relationship Skills

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

- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ 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
Quantitative	We will use Student learning Survey and MDI data to see how effective our SEL learning strategies for student well being and connection	Our indigenous learners will be included in the data from both surveys. We can ask to look specifically at all our Indigenous learners as a group.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews with K-6 students	We will conduct empathy interviews from K-6 asking our students about some of the SEL strategies that they've learned and how does SEL help with their learning.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews with staff	Using the strategies from our Compassionate Systems approach, we have implemented some practices in our staff meetings that model the SEL approach we are asking our staff to do with their students. We hope to get an overall idea of how the structure and practices have affected their well being at school.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	SEL Competency Assessment Tool in the Fall and Spring	Student proficiency with the 5 SEL competencies will be assessed biannually and entered into EdPlan Insight for analysis and to determine trends over time.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews with K-6 students	We will conduct empathy interviews with students K-6 asking about how they feel about reading and writing and what they need to improve in these areas.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Providing our staff who are needing to complete their PGP an opportunity to learn together some of the CASEL practices and to share their learning journey. We are working in collaboration with the SEL district lead team in providing mini lessons based on the CASEL playbook practices. 18 teaching staff took part in a group PGP where we met to do some learning from the CASEL Playbook (among other resources) and then had a chance to try these new strategies in the classrooms. Experiences were shared with the rest of the staff at monthly staff meetings.

School Level Strategies and Structures:

As an admin team, we modelled the importance of meeting in circle and grounding ourselves in the learning. Each staff meeting and PAC meeting we share a personal land acknowledgement that a different staff shares and a grounding activity. We model protocols that invite discussion and opportunities to share everyone's voice. We have begun including a monthly SEL newsletter with our regular newsletter to parents sharing what is being taught and why.

Classroom-level Instructional Strategies:

Teachers are utilizing morning circle to help check in with themselves and their community. Teachers are utilizing different strategies from optimistic closures to explicit SEL instruction to help build community and connection with their peers and the school. Our SEL Teacher is bringing lessons around the Zones of Regulation

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	When we all work together on building our SEL capacity - we will thrive together and the learning will follow.
District Strategic Plan - Equity & Excellence in Learning	Taking the time for each staff member to share their own land acknowledgement and their commitments to the land has been a powerful and uniting way to promote equity and reconciliation. Also meeting in circle has been an excellent way to show how everyone is equal and their voices matter.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	PGP SEL lunch and learn	1000

School Community Student Learning Plan

Checking for Impact

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

Staff were quite enthusiastic about assessing students' proficiency with the SEL competencies. Since we have only recently developed the assessment tool, and used it for the first time, it is difficult to know how useful it will be. The hope is that it will provide some longitudinal data that can be used to track the effectiveness of our SEL efforts around the school. It will also support our attempt to use common language with respect to the SEL competencies schoolwide.

Recommendations for next steps for this School Student Learning Priority:

With an SEL Teacher on staff this year we have begun consistent in-class SEL lessons beginning with the topic of self-regulation through the zones of regulation. This learning in classrooms has also been supported with whole-school assemblies around the SEL competencies. We have begun with our plans to include a larger % of the parent population in our SEL conversation through our newsletter and website. Depending on our assessment tool, we hope to be able to track individual competencies in the future.

School Community Student Learning Plan

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?):

From looking at our EdPlan insight data, we shared trends from the last 4 years of how our Casorso students were doing in comparison to the school district. Some examples of the Quantitative data included FSA scores (reading, writing, numeracy), PM final, GB+ Final, Language arts final term score for Intermediates, Math final score for intermediates. After sharing the data with staff, we collected their thoughts (qualitative data) on the trends. Some of the questions we asked were: What are the celebrations? What do you notice? What more data would you need? What are your concerns?

We also conducted Empathy interviews with our Intermediate students to understand their perspective on their learning at Casorso. Some of the questions we were curious about were: How's it going with your Learning? What are you learning and why is it important? What goals are you setting for yourself (math, reading, writing) and why is it important? Do you know of any adult that believes in you?

Finally, we scanned our staff asking what their hunch was for the most important academic learning goal (Numeracy, Reading, Writing) for our students. After a collection of all this data, we landed on creating a communication goal as we noticed that our French Immersion teachers wanted to dive into oral comprehension and our English teachers wanted to explore reading and writing. As we continue this journey, we have connected with the ILT to help ignite learning in a communication learning priority whether it be doing a workshop with Angela Stockmann (in collaboration with AME) or working in small groups to design and build learning intentions with a specific communication area (reading or writing).

Student Learning Goal 2:

At Casorso, our academic focus is on the Communication Competency to promote the development of oral language skills amongst our French Immersion students and writing and reading skills amongst our English students in ways that build capacity and curiosity.

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
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ 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
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews with students	We have a plan to scan English students with help of the Early learning Team to determine how they are feeling about reading and writing and how we can best support them in doing reaching their potential

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	We have looked at learning update, FSA and EdPlan Insight data, specifically SWW, PM/GB+, and WCRA	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	We surveyed staff to see where they saw strengths and concerns in academics around the school	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Staff were encouraged to attend a workshop by Angela Stockman around multi-modal writing strategies, which some did.

The school hosted 4 workshops by Adrienne Gear focusing on her programs for improving engagement and achievement in reading, reading comprehension, poetry writing, and non-fiction writing. These sessions were well attended.

Plans for the Fall of next school year include a half-day session focused on phonics instruction and use of the UFLI resource by our primary teachers.

School Level Strategies and Structures:

At each staff meeting we included a visit to a classroom where colleagues shared an instructional strategy they have been trying or their experience using some of the learning that we have done throughout the school year. This would include use of multi-modal writing strategies, reading and writing power strategies, and the use of the 'Universal Foundational Literacy Instruction' (UFLI) phonics resources for early learners.

In our attempts to move away from a 'whole-language' approach and towards an explicit and systematic phonics-based program for teaching foundational reading skills we have begun purchasing sets of decodable readers for use in our primary classrooms.

Classroom-level Instructional Strategies:

Primary Teachers are putting phonics at the foundation of their reading programs. This is done by making use of such resources as the UFLI program and decodable leveled readers that target specific grapheme–phoneme segments that students have learned, develop automaticity, and experience reading success.

Intermediate Teachers are implementing or re-visiting the reading and writing strategies promoted by Adrienne Gear and Angela Stockman. In doing so, students are being taught the 'reading powers' that promote comprehension through connecting, visualizing, questioning, inferring, and transforming.

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

District Strategic Plan - Priorities	Description
District Strategic Plan - Transformative Leadership	Working together and showcasing best practice creates shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Decodable Readers	10000

School Community Student Learning Plan

Checking for Impact

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

When we looked at the achievement data available, we realized the School has not been consistently tracking assessments (ELP, SWW, WCRA) in EdPlan Insight. We have made plans to correct this and look forward to feeling more confident in the numbers we are using to make decisions. It was important for us to segregate the French Immersion from English achievement data, as areas of greatest concern identified for each group are unique.

Recommendations for next steps for this School Student Learning Priority:

Working with the Early Learning Team, we have a plan to scan our English students to better understand what is going on for them with respect to writing. We suspect that a lot of what is making our students reluctant to write is a lack of confidence and a tendency to get bogged down by writing conventions. We have a sub-committee of our Communication Committee that is eager to get this work under way. We have had ongoing Adrienne Gear writing workshops for staff this year. We have also purchased copies of the UFLI resource and decodable readers for our Primary team which target phonics and will help support both reading and writing skills.

Our French Immersion sub-committee has a plan to work with the Early Learning Team to learn how to make good use of the Oral Language Continuum in Partie 2 of the ELP. We have acquired French decodable readers to support phonics skills, add to and make better use of the French oral language games we have in our Library. We will support French Immersion oral language by using 'buddy classes' to promote French games. We are also ensuring we have more French language representation in our assemblies.

Plan Reflection

Assistant Superintendent's Reflection and Next Steps:

Ecole Casorso Elementary has made commendable progress by recognizing and teaching social emotional learning skills at an individual, class and school wide level. The school takes pride in creating a caring and safe environment for students to be taught in. The literacy learning priority differentiate between the French and English learners. Based on data, the French learners are focusing on oral language skills and the English learners are focused on writing and reading skills. The focus on gathering data through Student Learning Survey, MDI, Empathy Interviews of both students and staff have helped to create clear learning priorities. I also appreciate how the school is working towards reviewing the data put into EdPlan Insight to ensure it is accurate and helps the development and review of all learning priorities. Thanks for all your hard work supporting your learners.