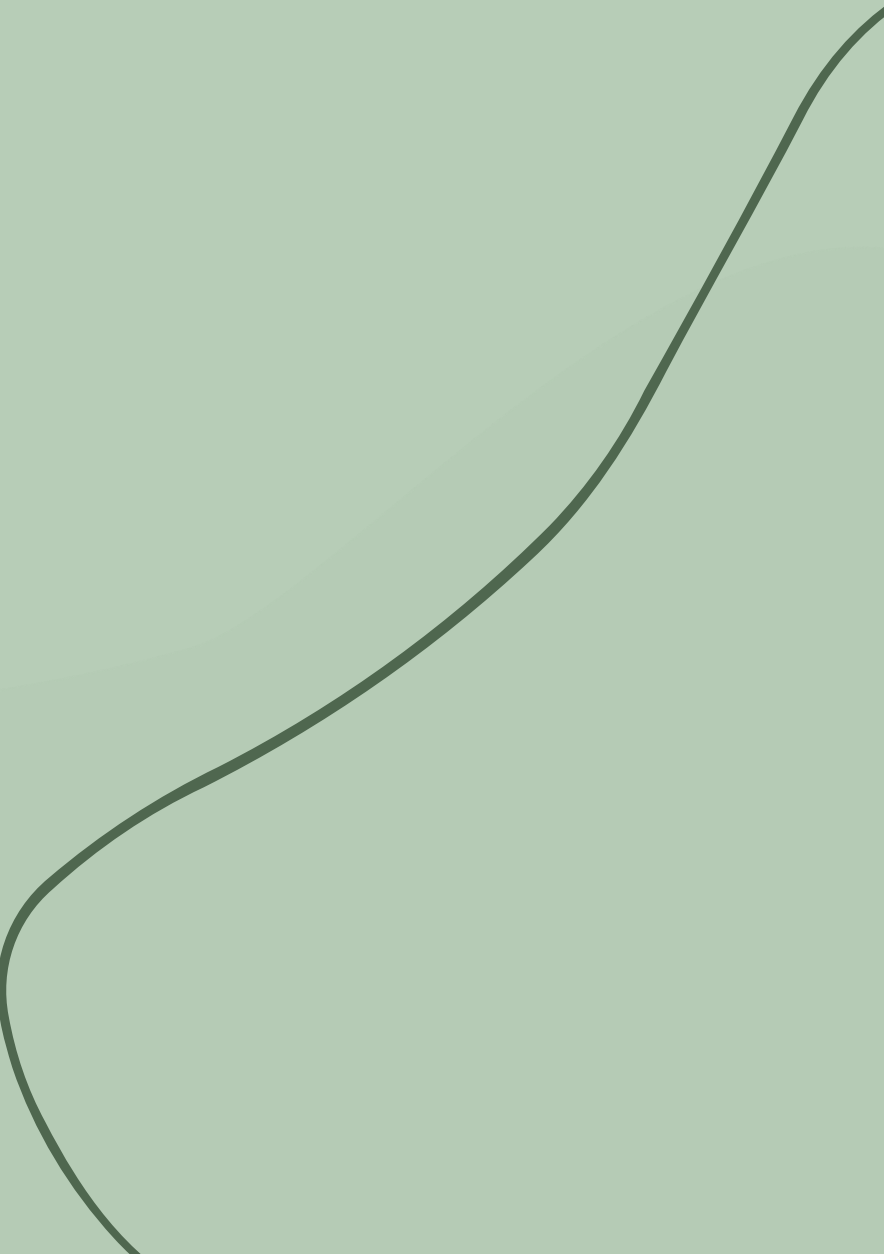
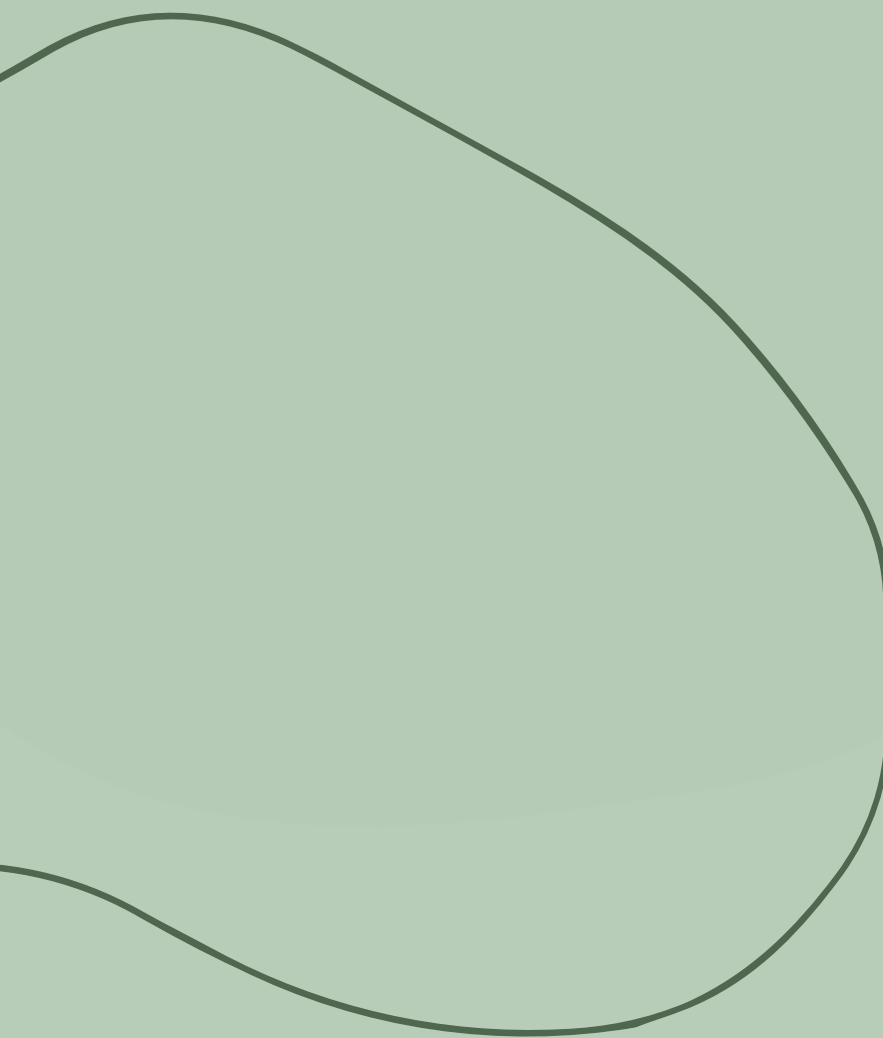




École Casorso Community Learning Plan

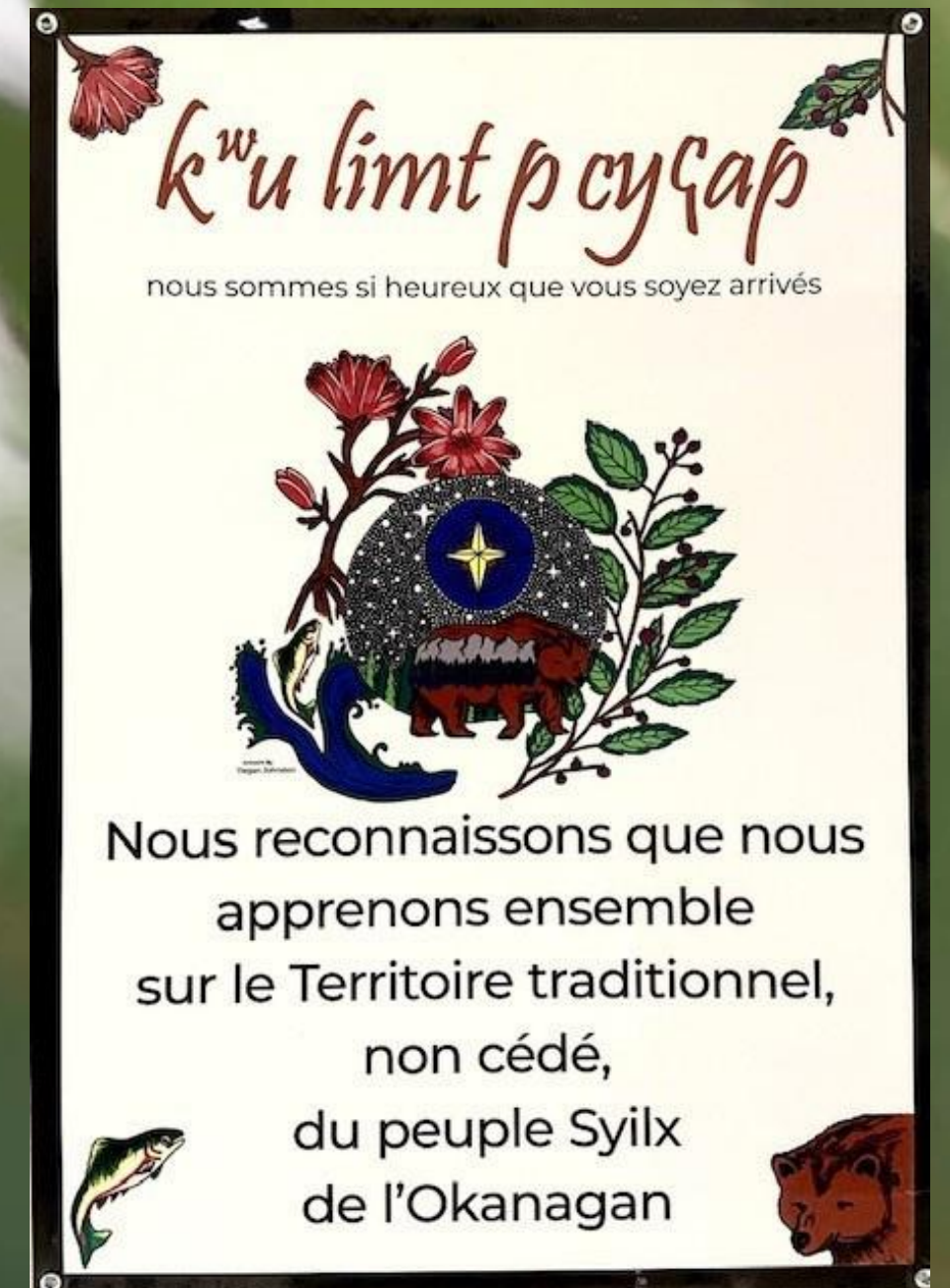
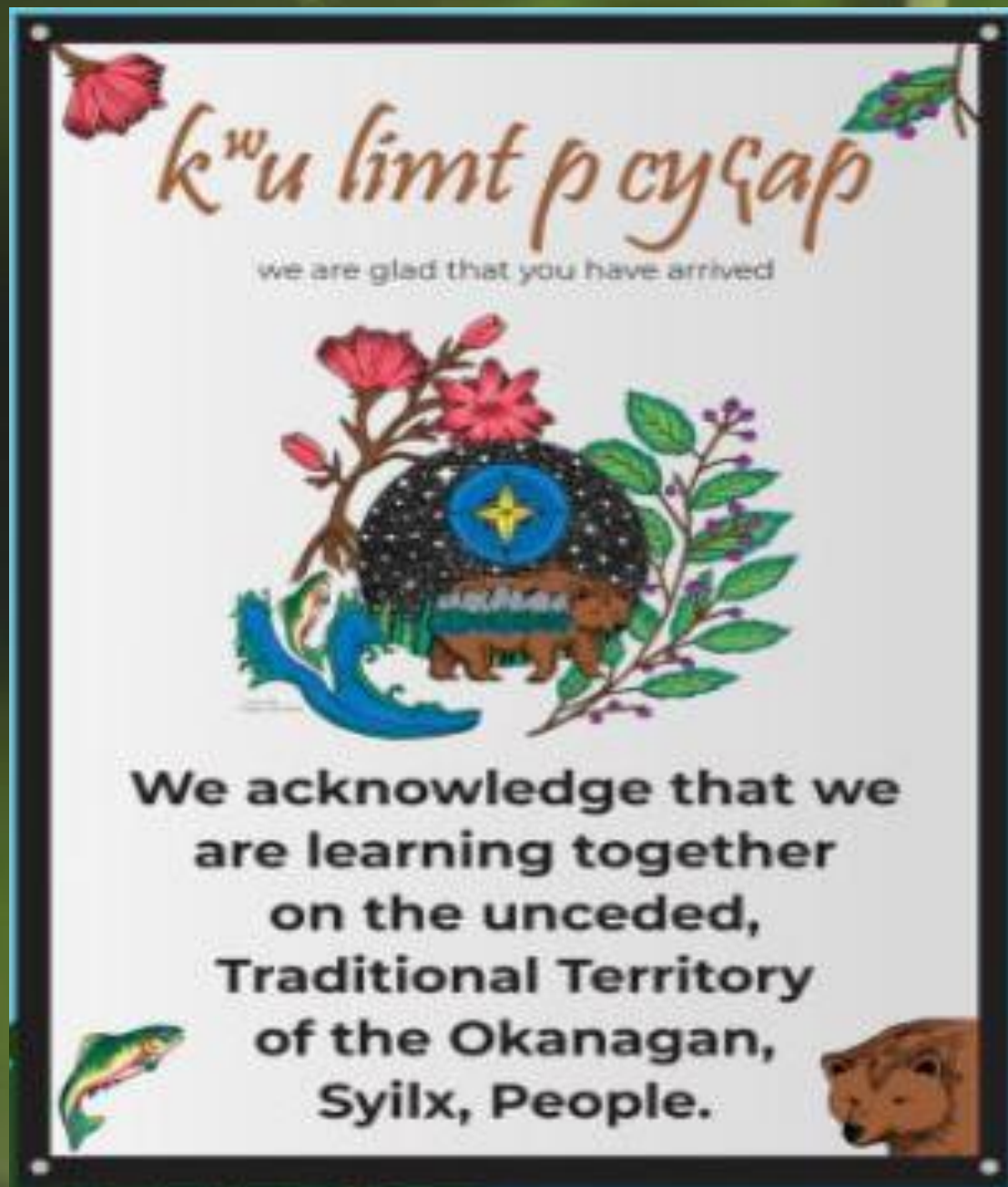
May 17th, 2023

Personal Land Acknowledgement

Students:

Phoenix Styan and Lucia

Ruiz



Welcome



Superintendent/CEO - Kevin Kaardal

Assistant Superintendent - Al Lalonde

SD23 Trustees - Valene Johnson

Pac Representatives - Melissa Edstrom

Teachers: Liam Ezzard, Warren Sookoocheff

Student representatives -

- Ferran Gutierrez-Carabias- grade 5
- Emma Bogaart- grade 2
- Manar Mansur- grade 2
- Gabby Kilduff - grade 5
- Alessandra Kovacs - grade 5
- Lucia Ruiz - grade 6
- Phoenix Styan - grade 6

MODELLING THE IMPORTANCE TO ACKNOWLEDGE OUR
THOUGHTS AND EMOTIONS AND BEING PRESENT

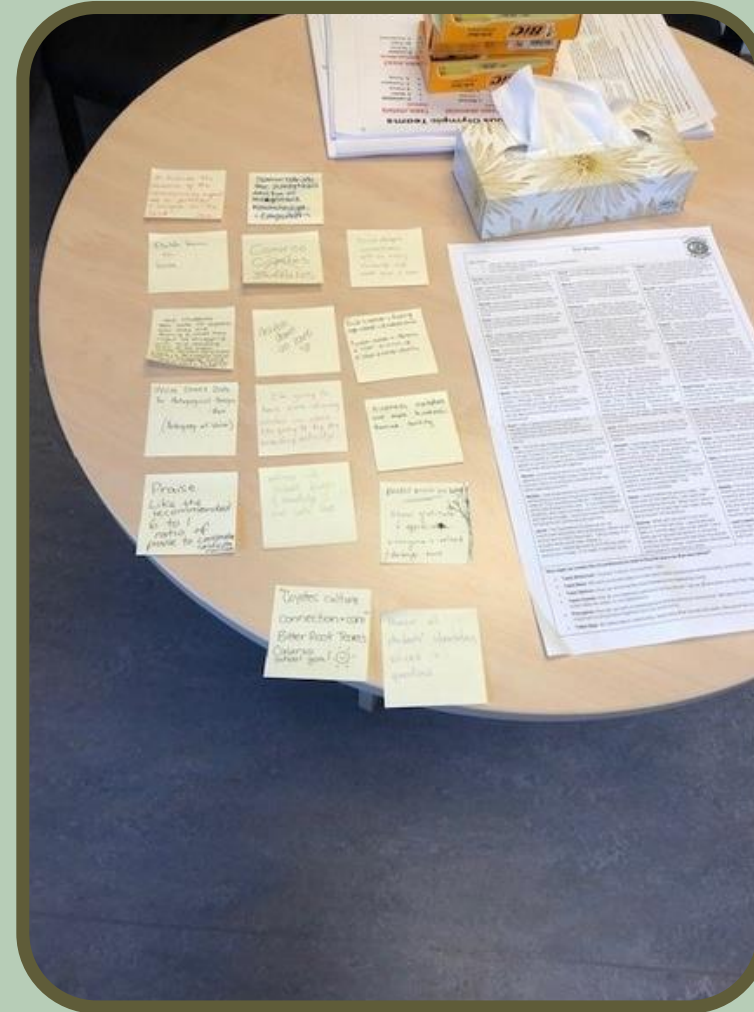
Grounding activity

Sharing Casorso's Story



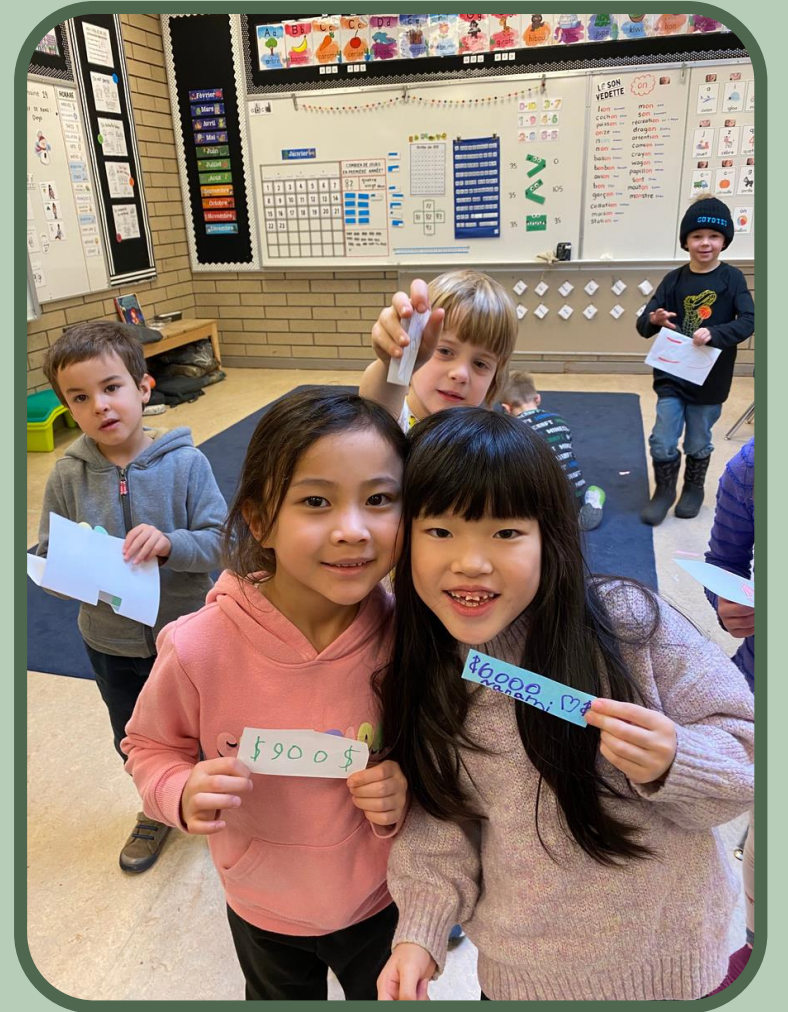
Strategic Plan in Action – Equity and Excellence in Learning

- Inclusive learning cultures
- Intentional design of learning
- Collaborative Professionalism



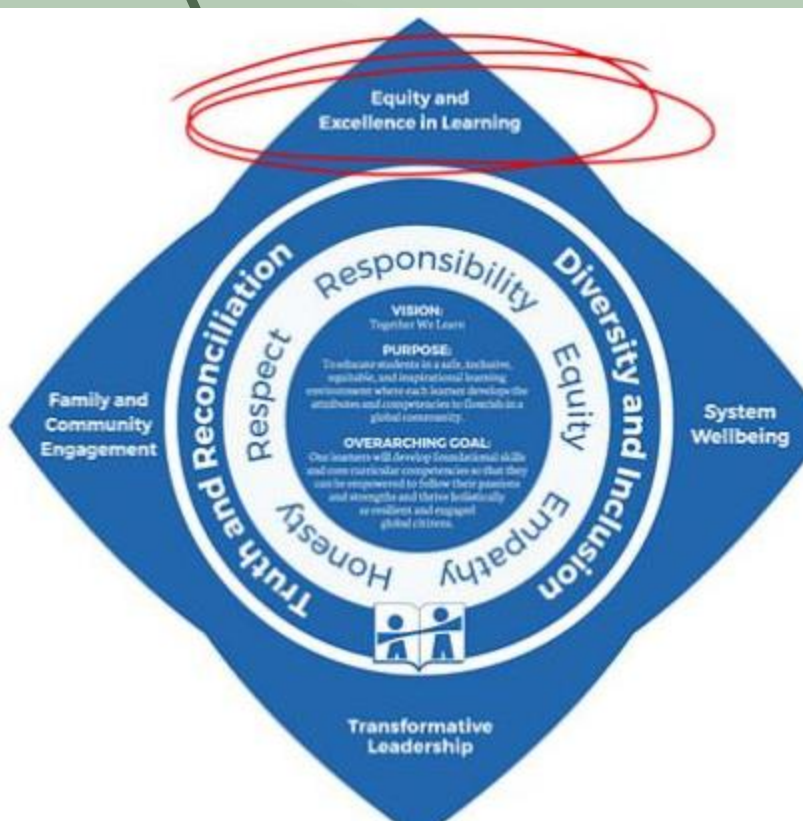
Data Informed Decision Making

- Triangulated data to inform our learning and improvement journeys



Student Voice and Classroom visits

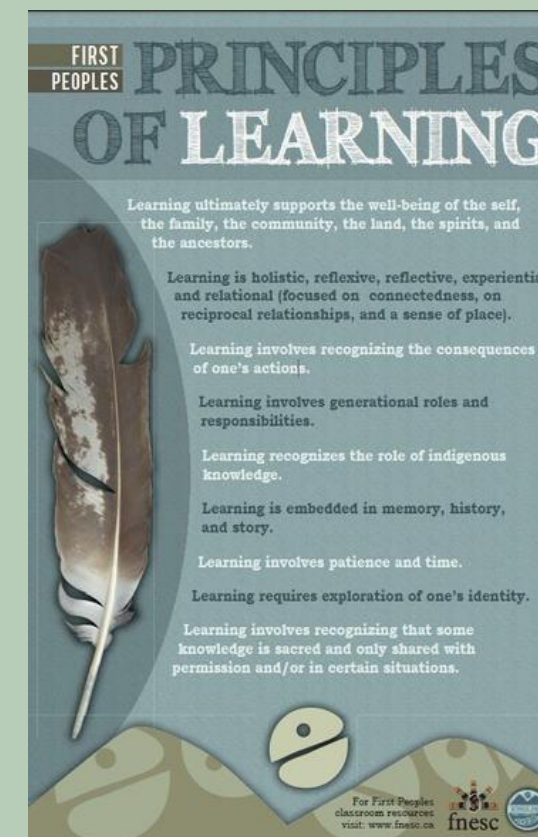
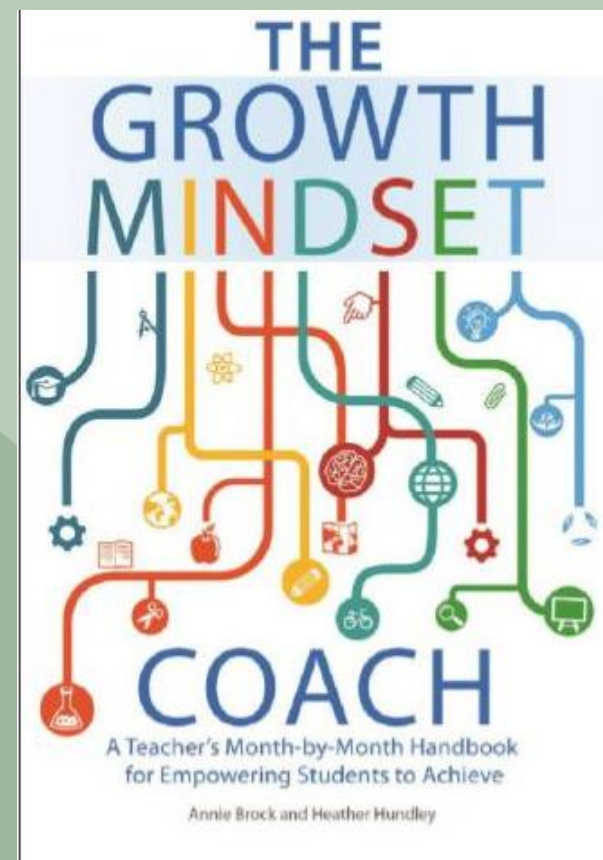
- Celebrate the learning with guided questions



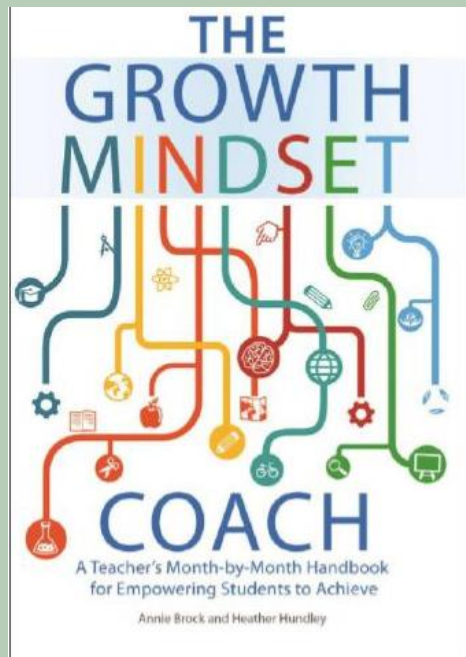
Inclusive Learning Cultures

Our work started in the Fall of 2021 – Equity and Excellence in Learning

- 'Growth Mindset Coach' book study
- Equity and Excellence Strategic plan focus for Implementation day 2021
 - Setting our Personal Intentions after hearing Kevin Lamereux
 - Meeting in Circle
 - Documenting our Personalized Beliefs
 - Discovering our Common Core Values



Inclusive Learning Cultures: Growth Mindset



Growth Mindset Coach

- Staff meetings – book study and reviewing together as a staff
- Connected to conversations around differentiated learning, grading, and reporting



Student lessons

- Classes worked through Growth Mindset Concepts one month at a time
- Growth Mindset was on display in classrooms and in assemblies



Creating Culture

- Evidence of Growth Mindset throughout the school from extracurricular to classroom lessons

Inclusive Learning Cultures: Core Values

- **Equity and Excellence Strategic plan focus for Implementation day 2021**
 - **Setting our Personal Intentions after hearing Kevin Lamereux**
 - **Meeting in Circle**
 - **Documenting our personalized Beliefs**

I want to touch on the sharing circle and the importance of morning meetings. I have been doing this in math and putting manipulatives in the center engages every child and honours them and helps them double down on love.

"The deconstruction of otherness really stood out to me. I made a huge list of all the others. I thought of a lot. All of our extracurriculars are really participated in by only the students in FI. How can we change this? How can we deconstruct otherness in our school community?"
- Brett

"How might we create the circumstances for kids to flourish and to be their best selves?" - ILT



The thing that really stuck out for me was doubling down on love. Especially for those students who aren't feeling that love at home. It is so important to me to create a safe space where they are loved and that they feel absolutely adored." CAS Staff member

Two things I really connected to. Double down on love...prioritize, value, and honour relationship building. I feel that love here. The second thing is that I appreciated his discussion about truth and reconciliation.- Jacquie

Inclusive Learning Cultures: Core Values

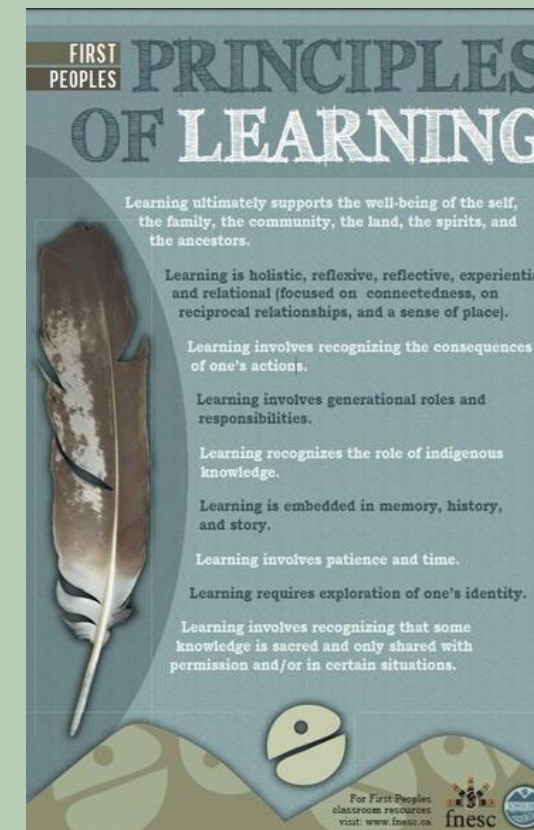
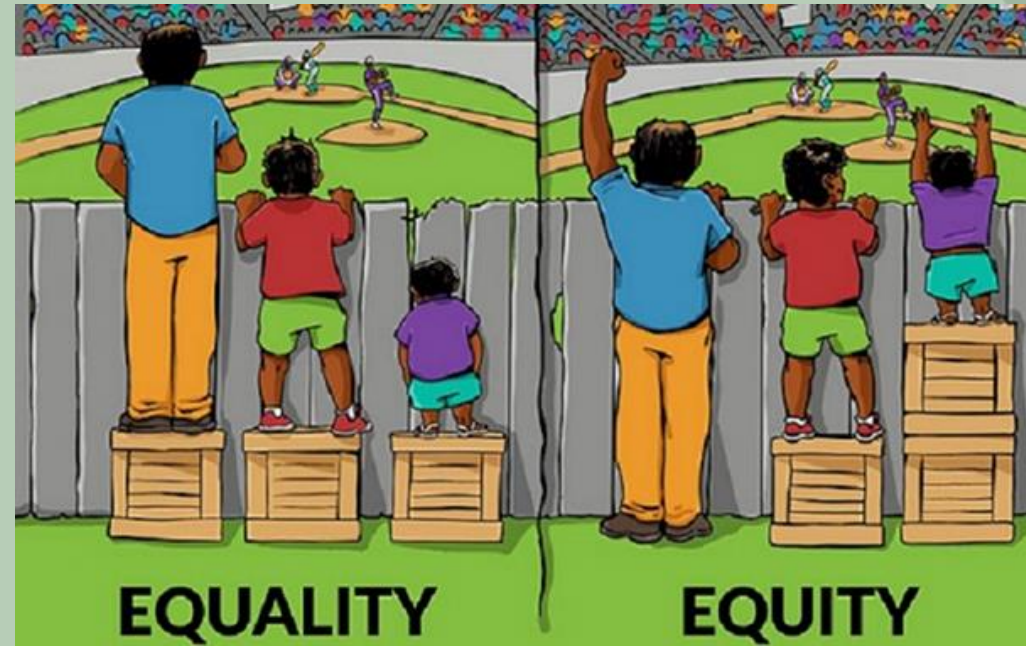
- Creating culture around our Core Values
 - Buddy classes throughout the school
 - Emphasis on community between French and English streams
- **Kindness** at Casorso means treating others how you would like to be treated. It means embracing our differences, lifting each other up, and having genuine care for each other's well-being.
- **Growth** at Casorso means supporting each other in our own individual learning journeys by creating a culture where it is safe to take risks and make mistakes. It means believing in yourself, working through challenges, and always doing your best.
- **Connection** at Casorso means having a sense of belonging and knowing you are a valued member of the school community. It means knowing that someone is looking out for you. It means being a part of the Casorso Elementary family.



h

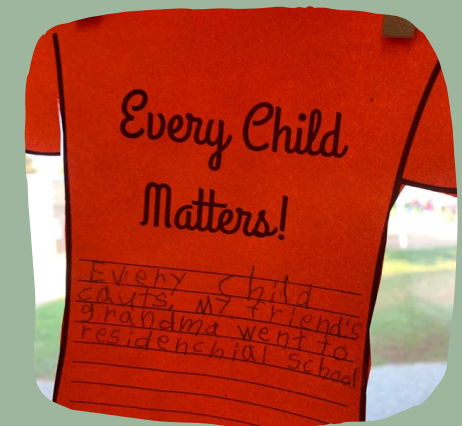
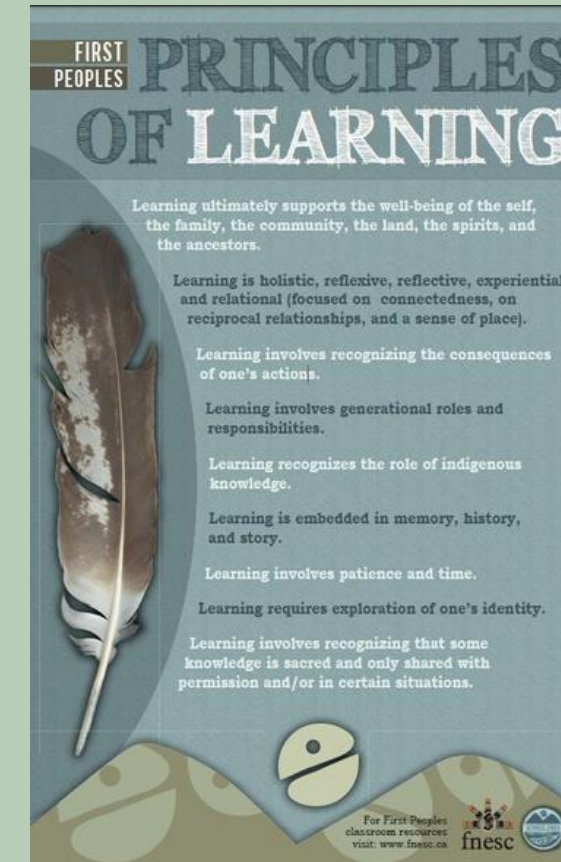
Inclusive Learning Cultures

- Decolonizing our Practice
- Compassionate Systems Approach
- Digital Literacy
- Multicultural Fair



Inclusive Learning Cultures: Decolonizing our Practice

- Meeting in Circle - (*holistic, reflexive, reflective, experiential, and relational and supports well-being*)
- Personal Land Acknowledgements (*exploration of one's identity*)
- Connections with our Sylix Knowledge keepers Pamela Barnes and Jasmine Peone (*recognizing that some knowledge is sacred and only shared with permission*)



Inclusive Learning Cultures: Compassionate Systems

Grounding activities

- Leading our staff through grounding activities modeling the importance of Social Emotional Well-being
- Meeting in circle
- Opportunities for reflection, journaling and sharing
- Staff co-lead grounding activities
- Implementation in PAC meetings as well



Inclusive Learning Culture: Digital Literacy

- Digital Literacy 'Scope and Sequence' - taught by Mrs. Stuart to Gr. 1 - 6 students
- Everyone leaves CAS with a set of Digital Literacy Skills (digital footprint, coding, privacy and security, online safety & cyberbullying, keyboarding skills)



Inclusive Learning Culture:

- Multicultural fair – Mrs. Thompson and Mrs. Yanow showcasing our unique cultures at Casorso
- Buddy classes through out the school to create relationships and connections



Intentional Design of Learning through Data Informed Decisions

Triangulated Data Collection



2021-2023

2022-2023

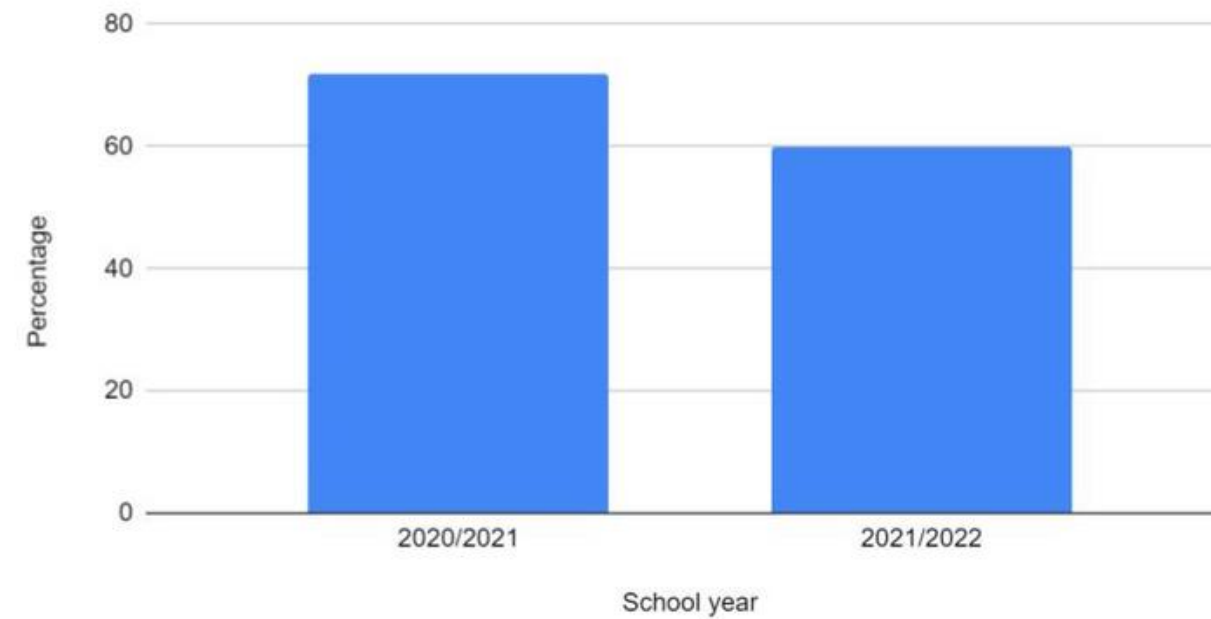
Social Emotional Learning Data

- MDI Data - 26% of our grade 5 students felt disconnected from adults
- Student Empathy Interviews (grade 3-6)
- Staff Empathy Interviews
- Staff and PAC data analysis
- Student Learning Survey

Achievement Data

- Staff Survey
- Learning updates
- FSA results
- PM/GB+ Levels
- SWW
- Staff and PAC analysis of data

Is school a place where you belong? (students who shared most or all of the time)

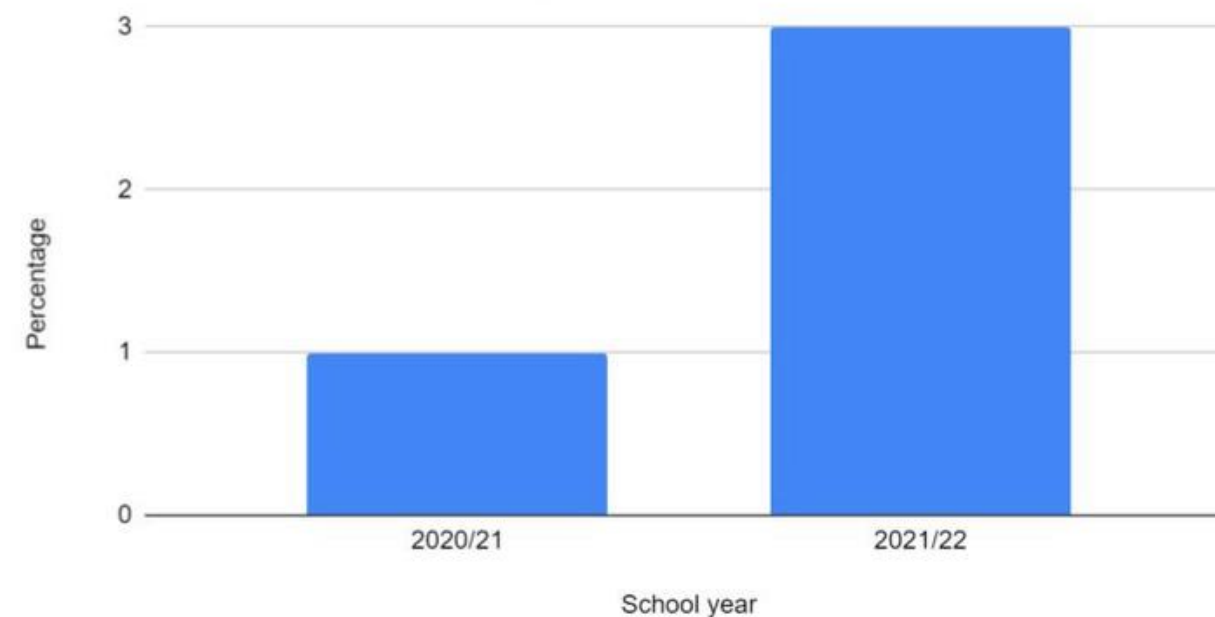


Student Learning Survey

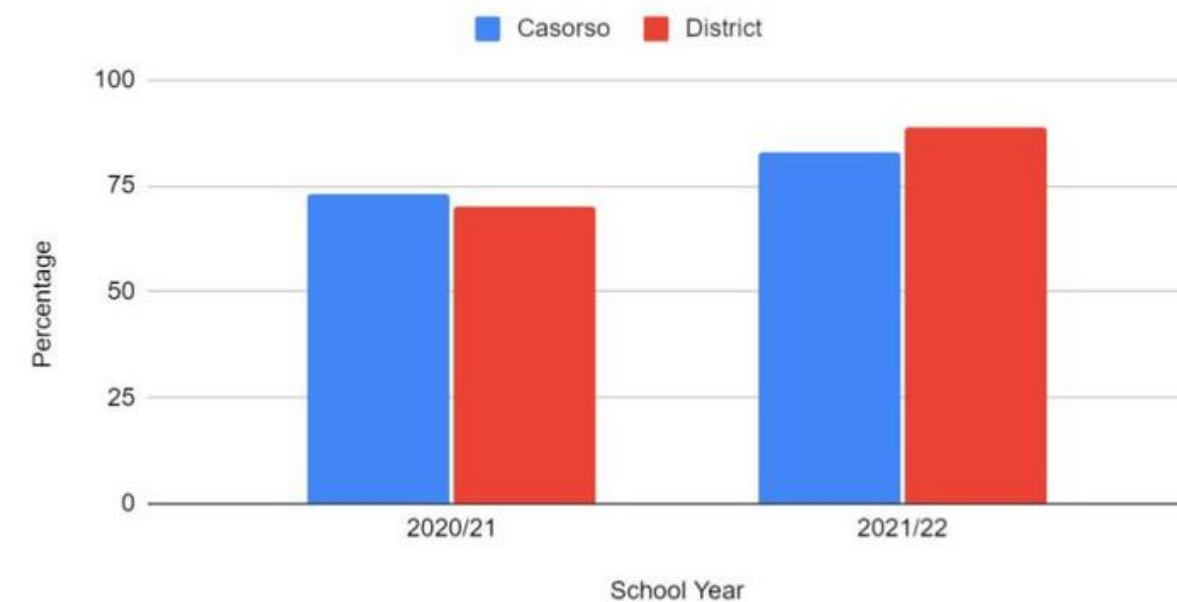
A comparison on two school years, 2020-21, 2021-22 on 4 key questions:

- Is school a place where you belong?
- How many adults do you think care about you at your school?
- At school, are you learning about Indigenous People?
- Are you learning how to care for your mental health?

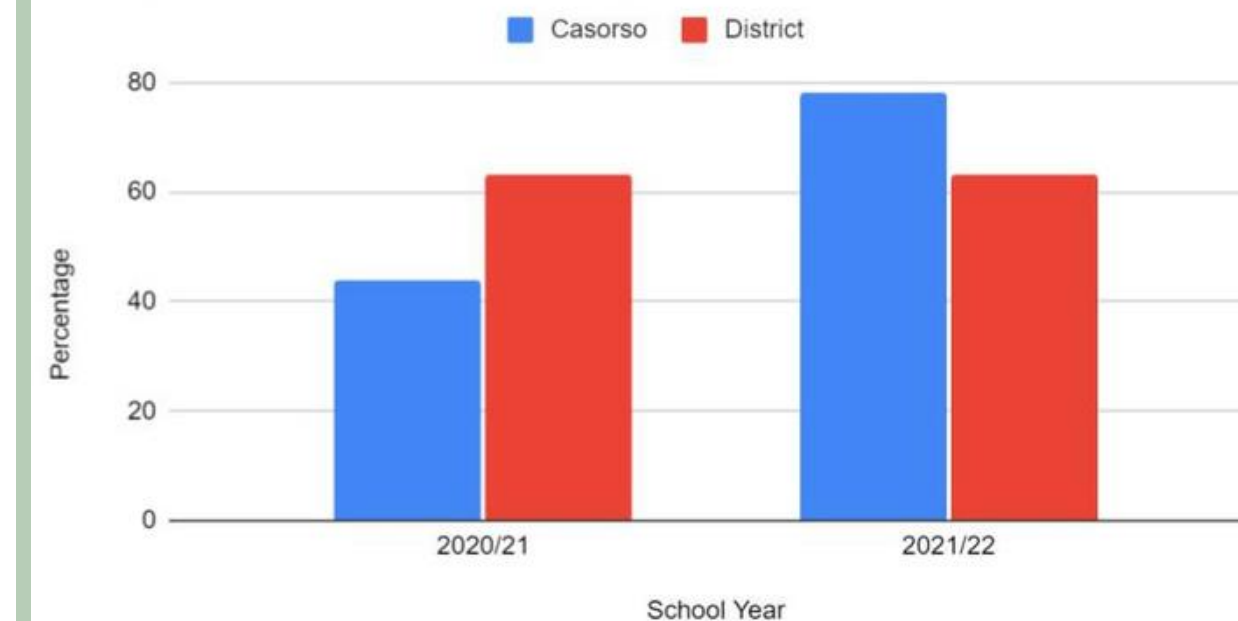
How many adults do you think care about you at your school? (Students who chose None)



At School, are you learning about Indigenous People? (Those who picked, Sometimes, Most and All the time)



Are you learning how to care for your mental health? (those who picked Sometimes, Mostly, All of the time)



Intentional design of Learning: SEL Goal

Process of achieving our SEL GOAL

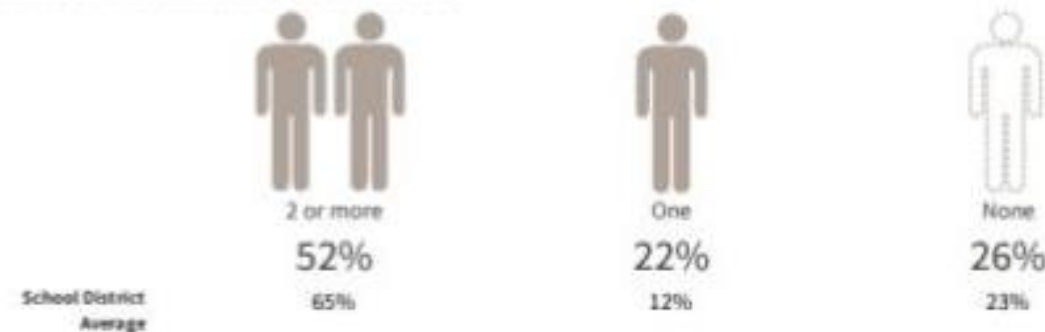
- Shared 2021/2022 MDI, Learning Survey data to both Staff and PAC
- Developed questions we wanted to ask our students
- Healthy schools coordinators conducted Empathy interviews with students grade 3-6
- Reviewed interview data with Staff and PAC, pulled out themes from student's voices

What does it mean to belong:
"If something happens -they help me,
Being included and encouraged "-
CAS students



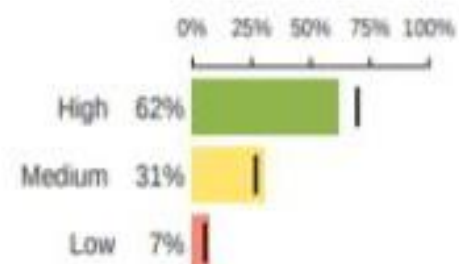
Connectedness:

NUMBER OF IMPORTANT ADULTS AT SCHOOL

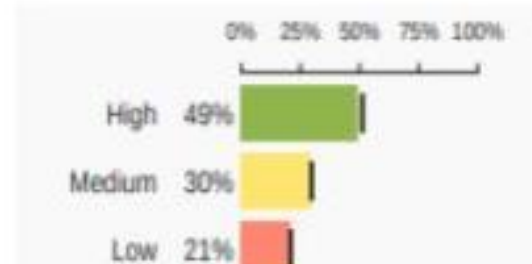


Last year we had only 5% of students who reported no important adults at the school

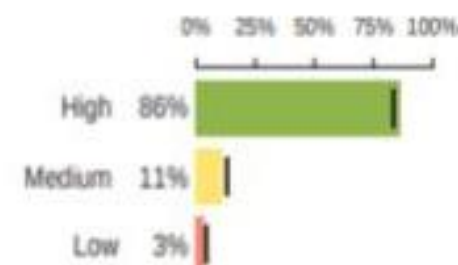
Adults at school



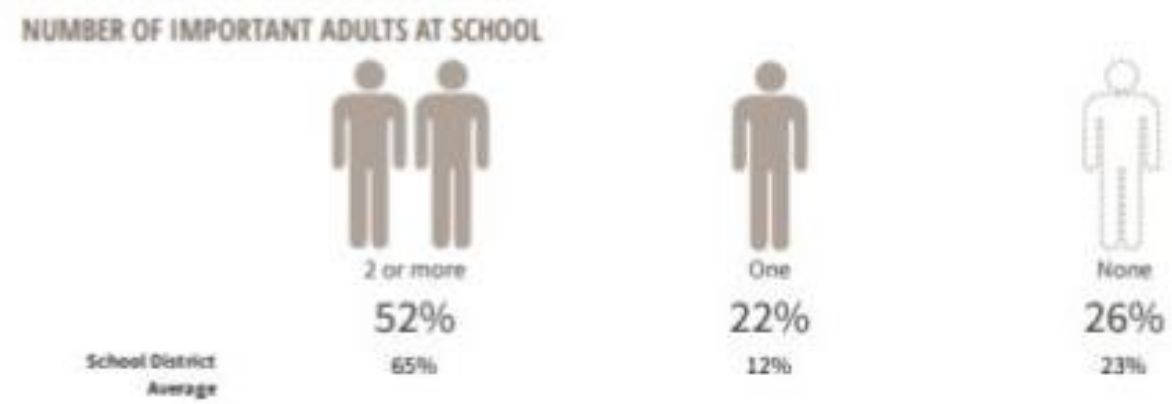
Adults in the neighbourhood/community



Adults at home



Connectedness: (2022)



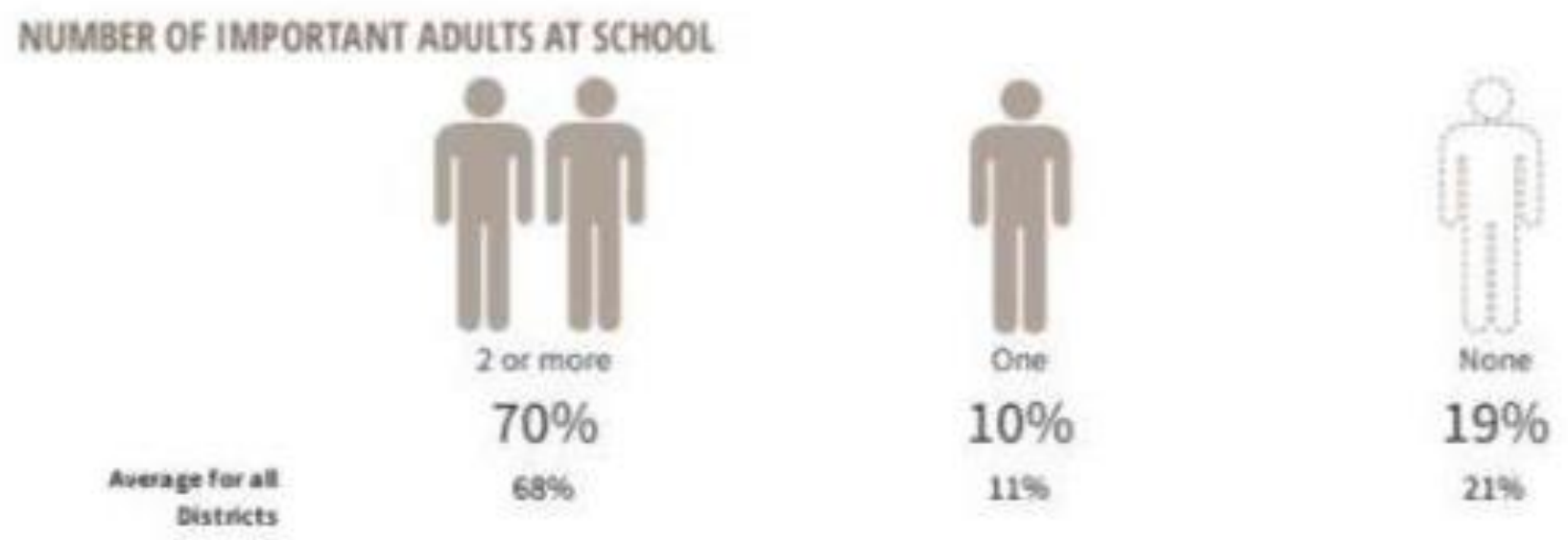
Implementing our SEL GOAL 2022-2023

- Created our SEL goal statement:

At CAS, we will create a safe and caring learning environment where all students feel valued and connected.

- Putting into action: PGP with 18 staff learning SEL strategies
 - Involved 5 lunch and learn sessions where we implemented work from our District SEL module to support the work in our classrooms
 - Teachers are sharing what strategies they've implemented and are provided reflections
 - Everyday speech, CASEL Playbook, Be Good People
- SEL grant - Staff yoga to promote wellness and compassionate systems

Connectedness: (2023)



Committing to an SEL goal

Staff quotes:

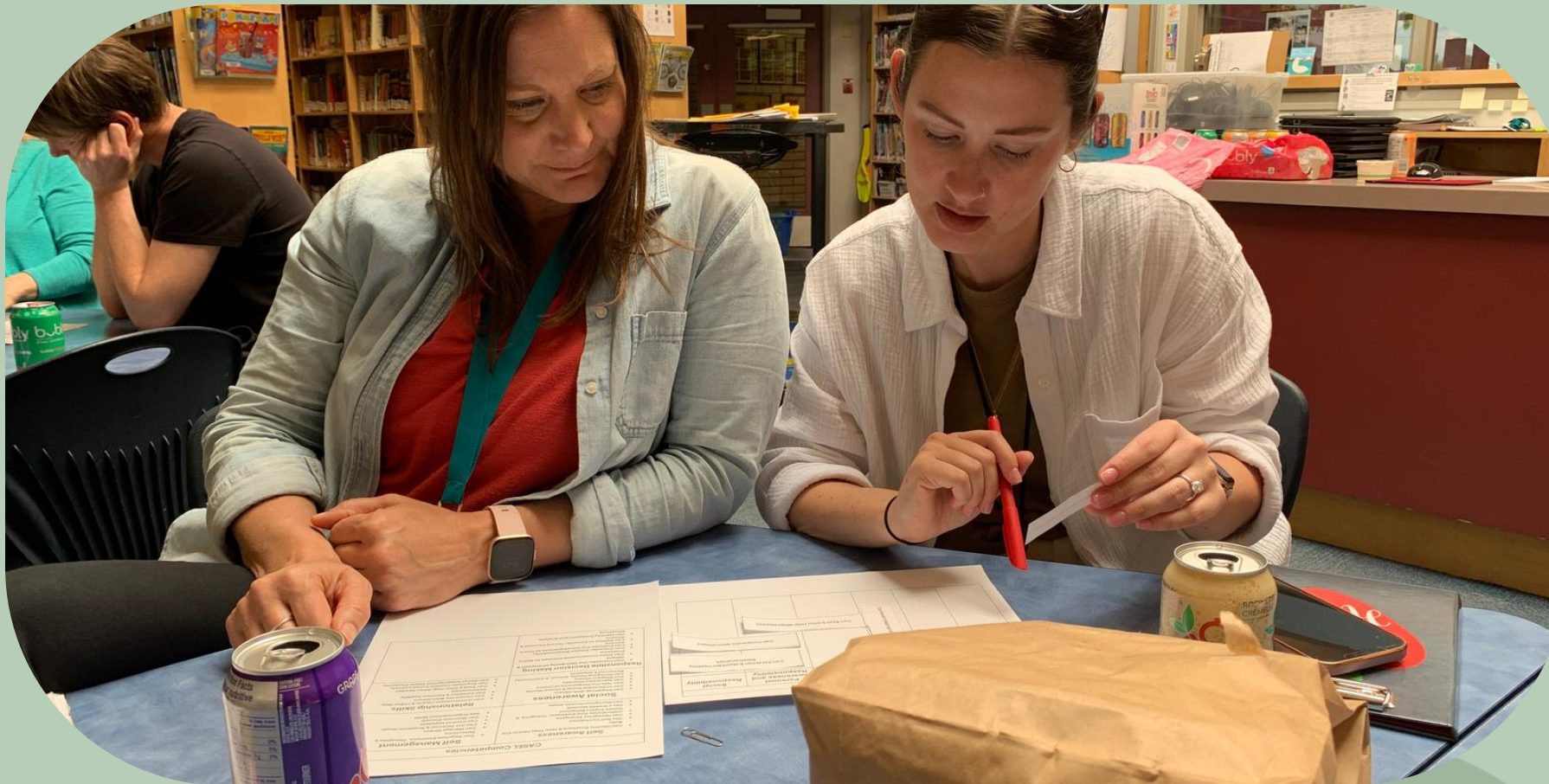
- Each child feeling safe, valued, and connected with at least one adult in our building
- Belonging in a safe community where valued, seen, heard, understood, and known
- A safe place where students feel emotionally connected through acts of kindness
- A safe place where student and teachers can connect and be themselves without judgement

PAC Parent quotes:

- Creating a community where we are all connected through our differences
- It is crucial to make real connections, which can overcome so much
- Kids want to feel connected, cared for, and safe in and out of school.
- Focus on friends, connection to teachers, being noticed, called by name, bullying and anxiety



Informing our Learning: Achievement data



How we landed on our Literacy Goal:

- Analysis of quantitative data
 - Learning updates
 - FSA results
 - SWW results
 - PM/GB+ results
- Placemat activities - what do you notice, what are you curious about, what are the celebrations, what more data might you need?
- Staff qualitative survey - what is your hunch on learning needs for our students
- Student qualitative data to see what they believe is an important area for learning.

Intentional Design of Learning through Data Informed Decisions

Triangulated Data Collection



2021-2023

2022-2023

Social Emotional Learning Data

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- Student Learning Survey

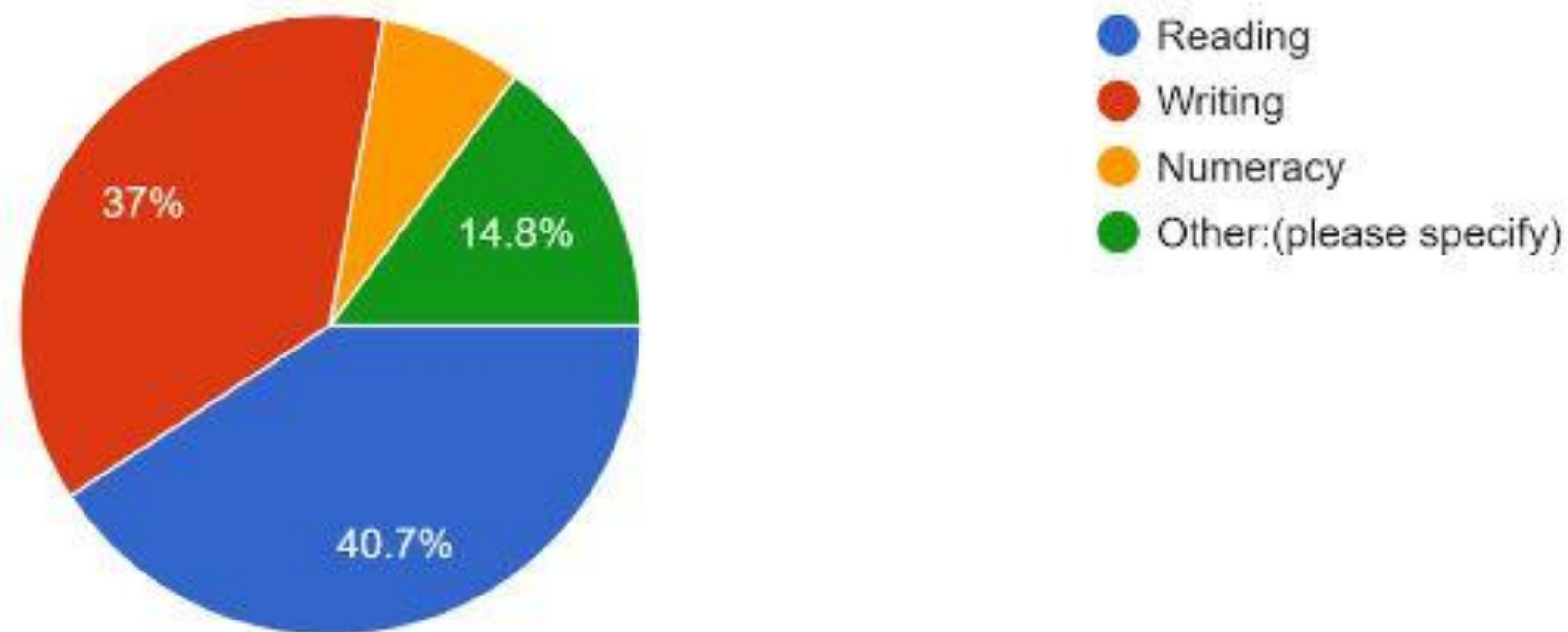
Achievement Data

- Staff Survey
- Learning updates
- FSA results
- PM/GB+ Levels
- SWW
- Staff and PAC analysis of data

Qualitative data from Staff

Based on what you know about your students' academic achievement this year, which area of academic achievement do you see as a priority for our school learning plan?

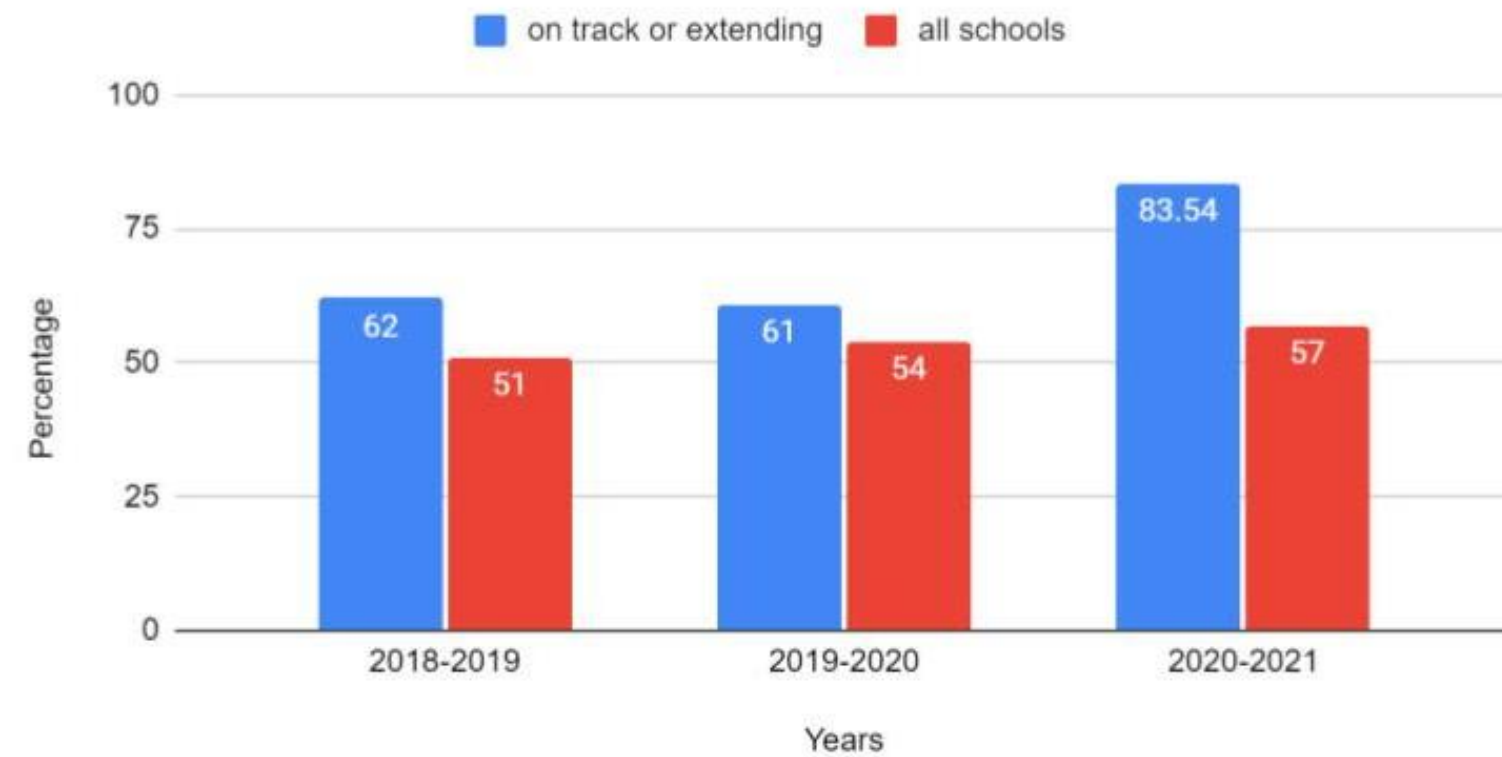
27 responses



- My students are struggling to read and understand in french
- Reading - to foster love and excitement for reading as young as possible
- Becoming much more confident and independent in their reading

- Writing is forgotten when reading is prioritized.
- Many of my students not only struggle with the conventions of writing, but forming simple sentences.
- Teaching & Learning writing is challenging; a Whole school plan to develop skills is beneficial. (common language, goals etc...)

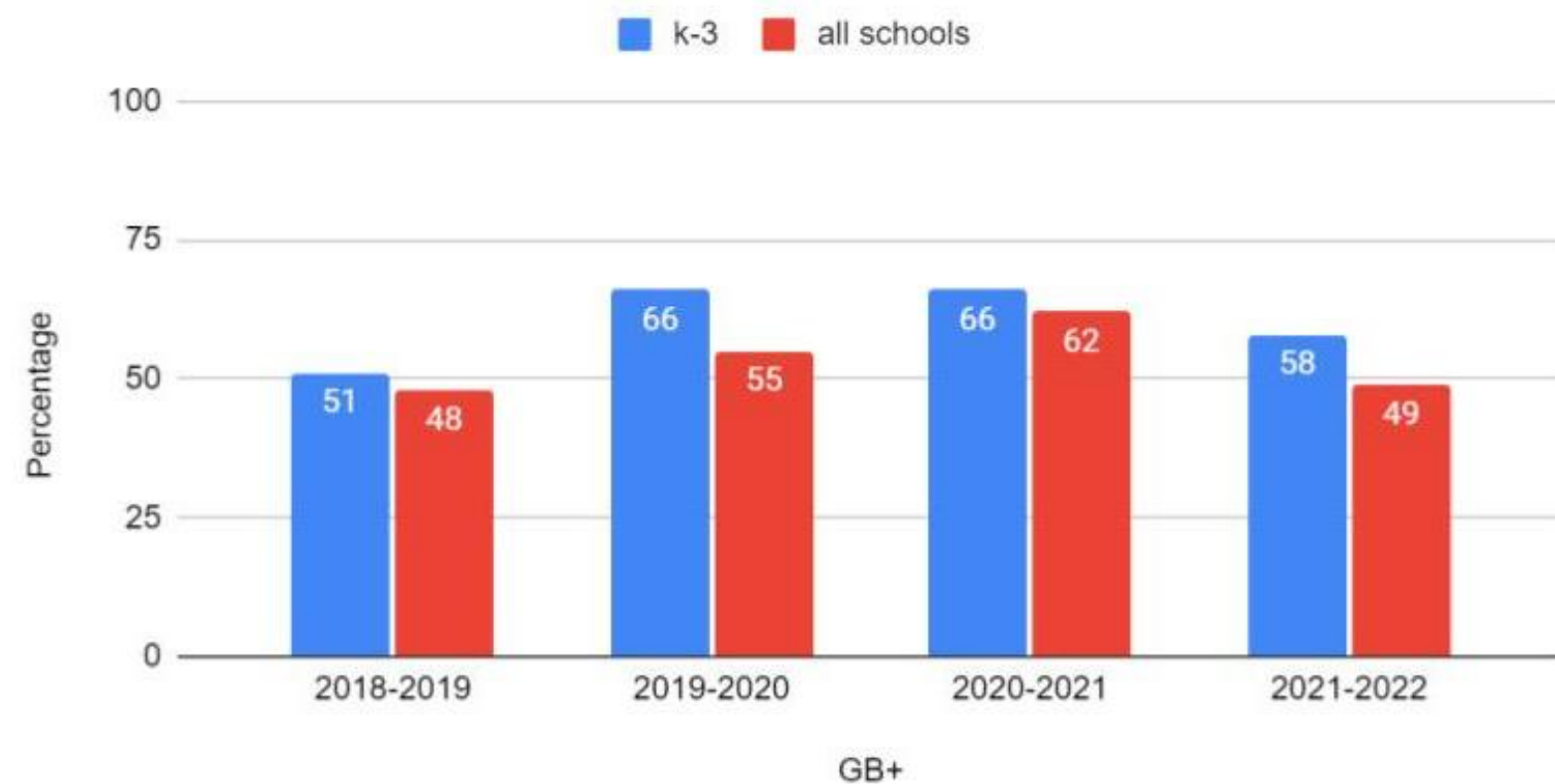
FSA results for Reading comprehension for Casorso students compared to the district over 3 years



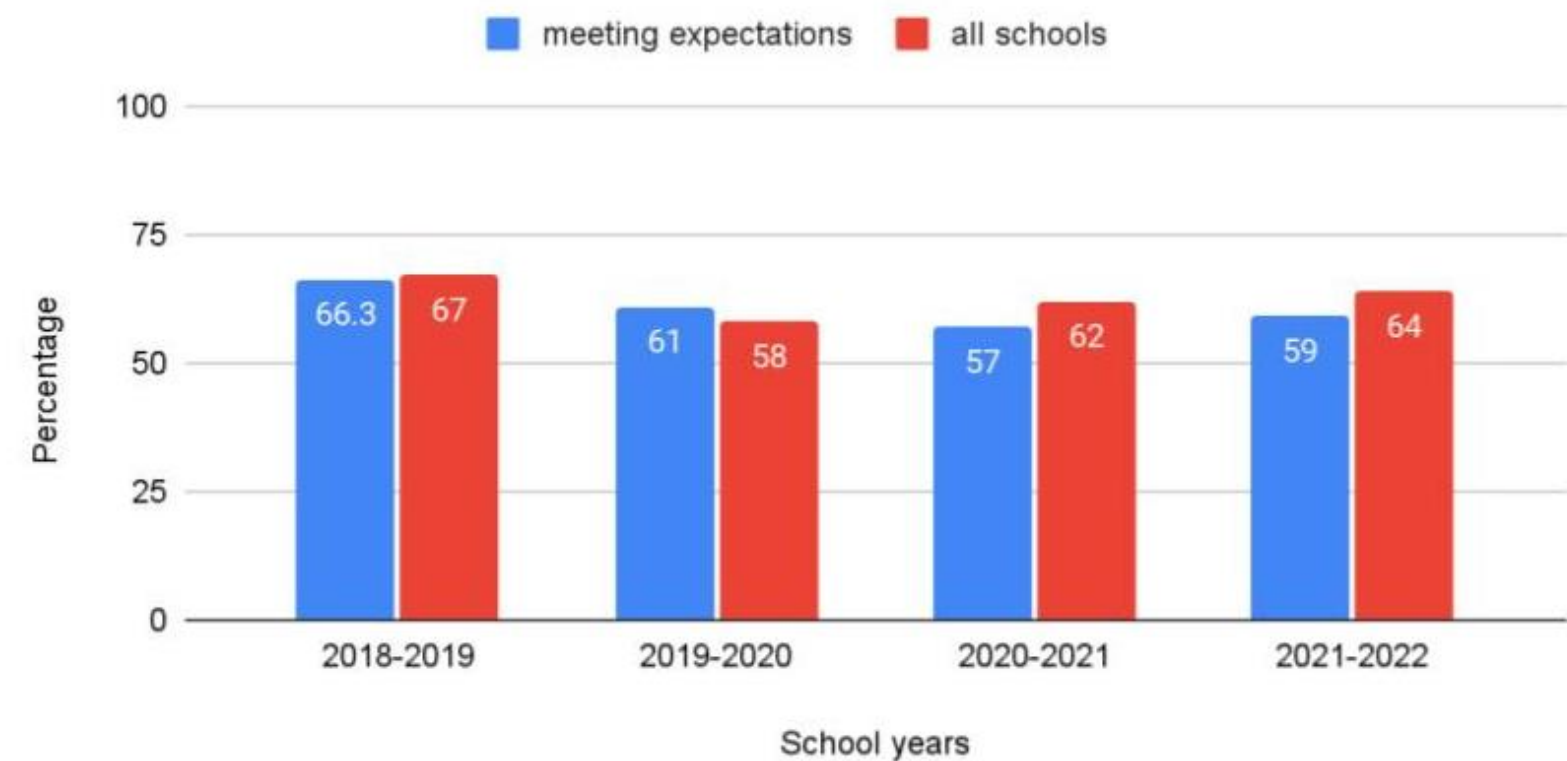
Literacy data

Trends on literacy assessments compared to other schools in the district.

GBplus Final score (meeting and exceeding score) for Casorso K-3 students compared to the district over 4 years



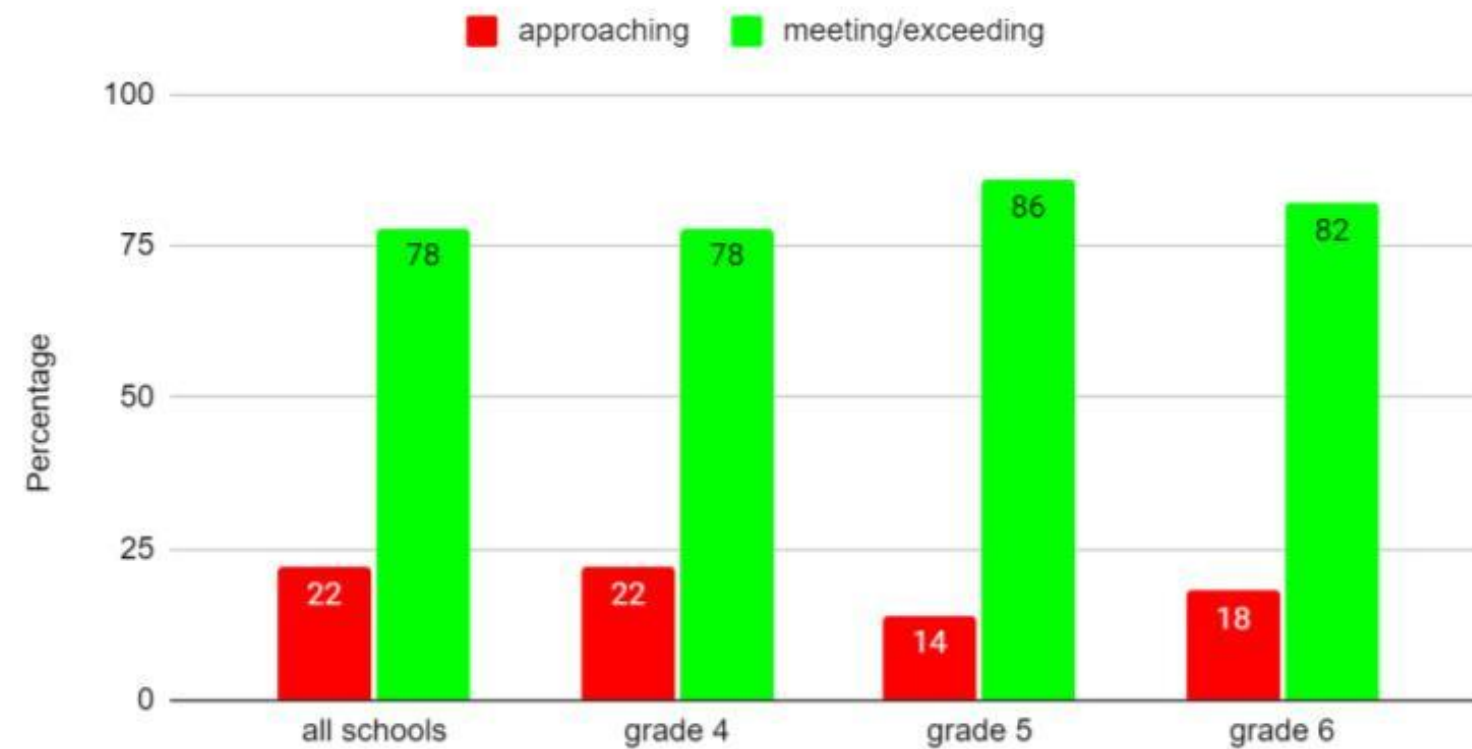
PM Final for Kindergarten to Grade 3 Casorso students who are meeting expectations over a period of 4 years in comparison to



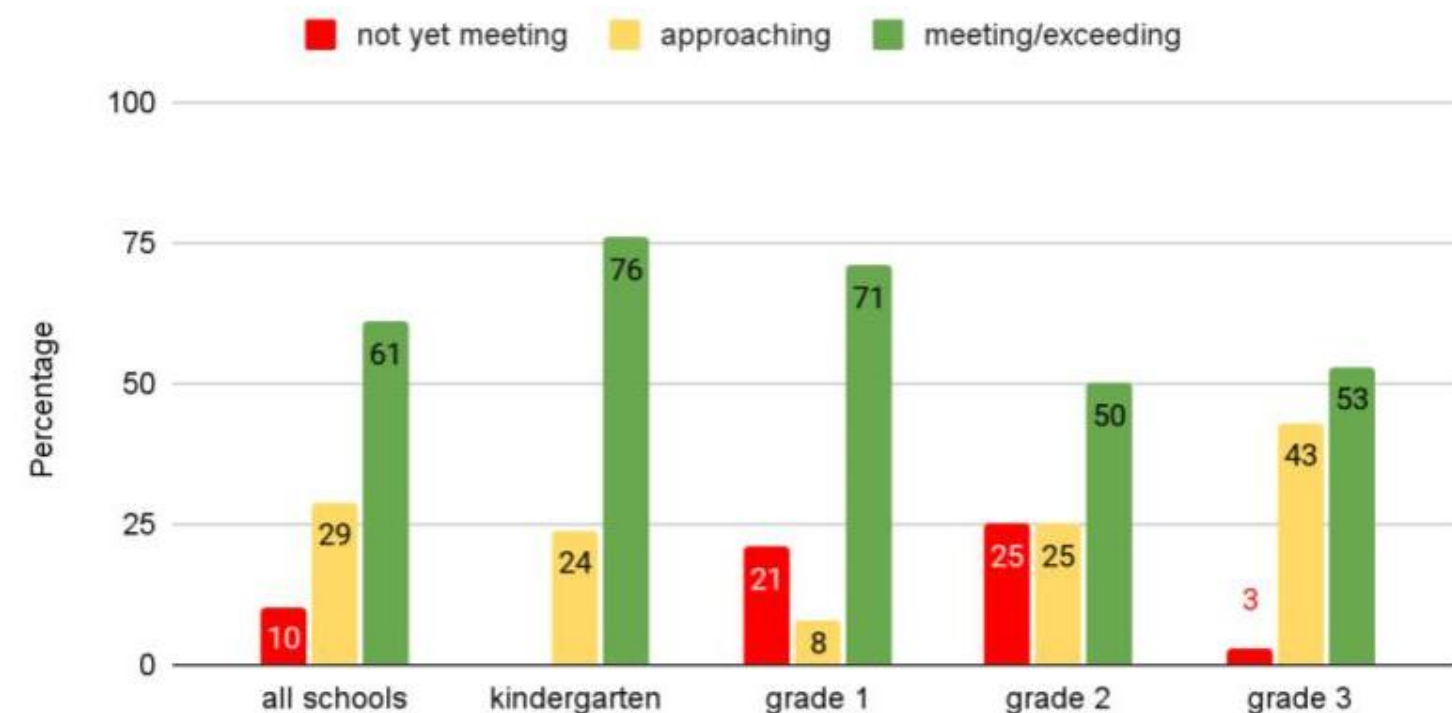
Writing data

Language arts data for Primary and Intermediates – on meeting and not yet meeting

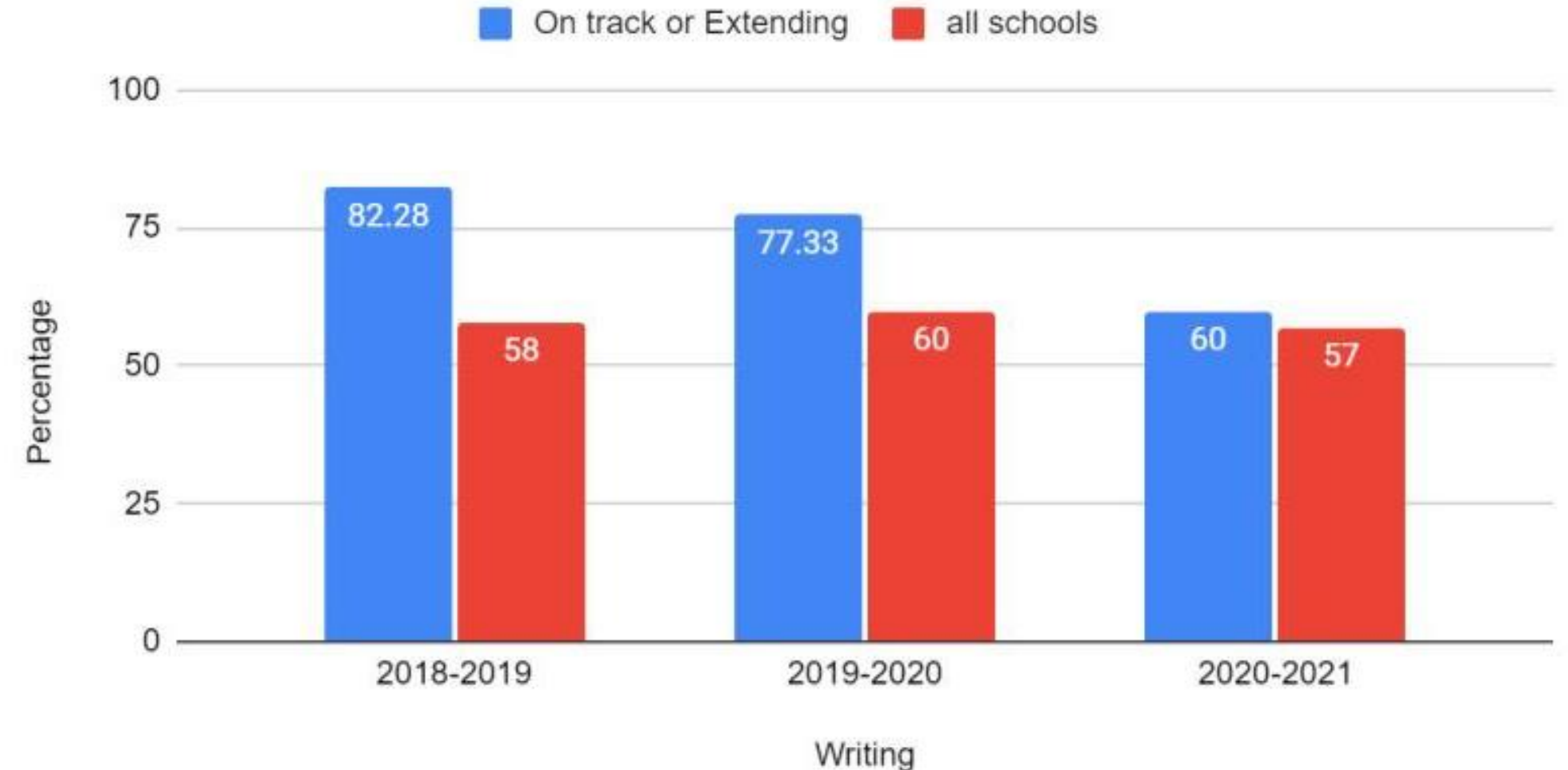
2021-2022 Language arts Term 3 report card mark(meeting/exceeding vs. approaching) for grade 4-6 stud...



2021-2022 Language arts Term 3 report card mark for K-3 Casorso students compared to all schools



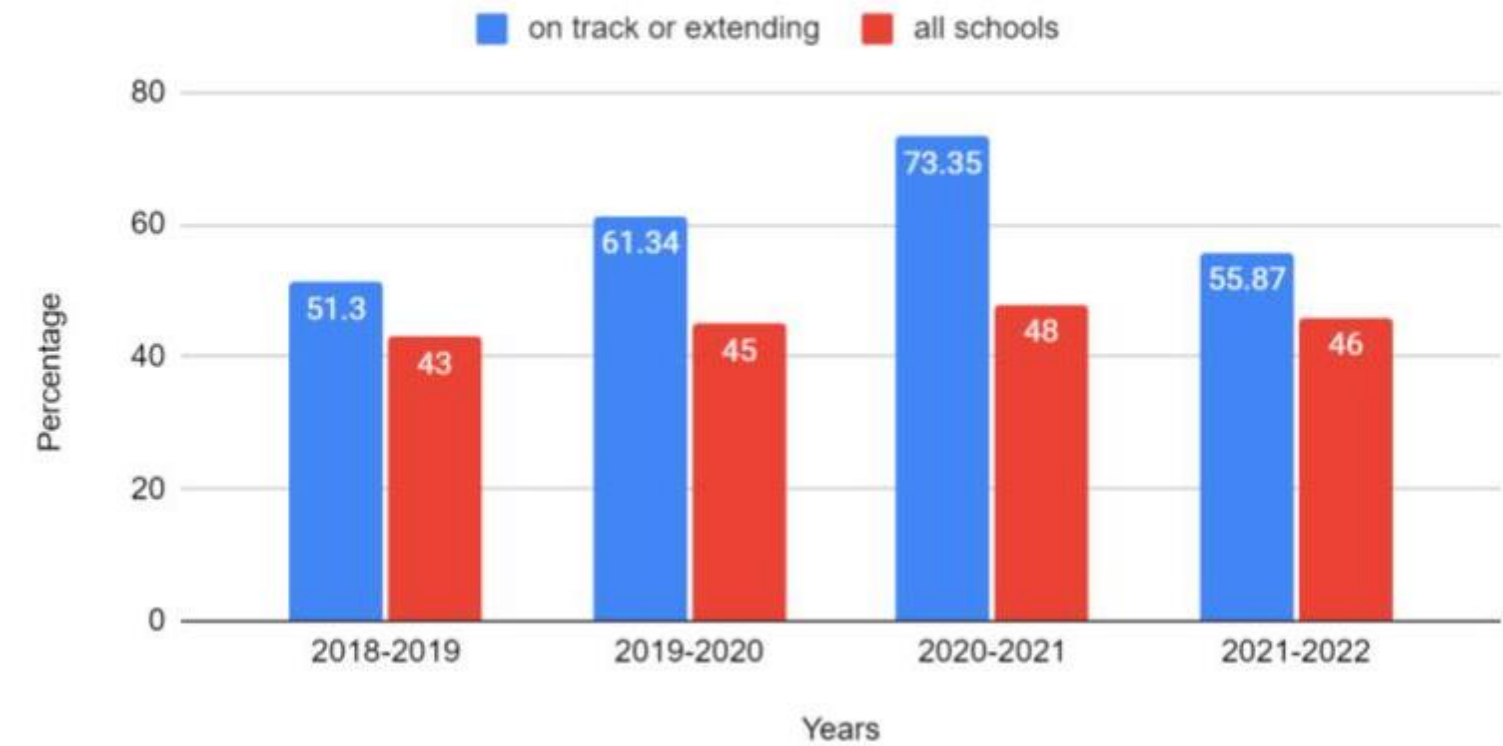
FSA results for Writing (on track or extending) Casorso students compared to the district over 3 years.



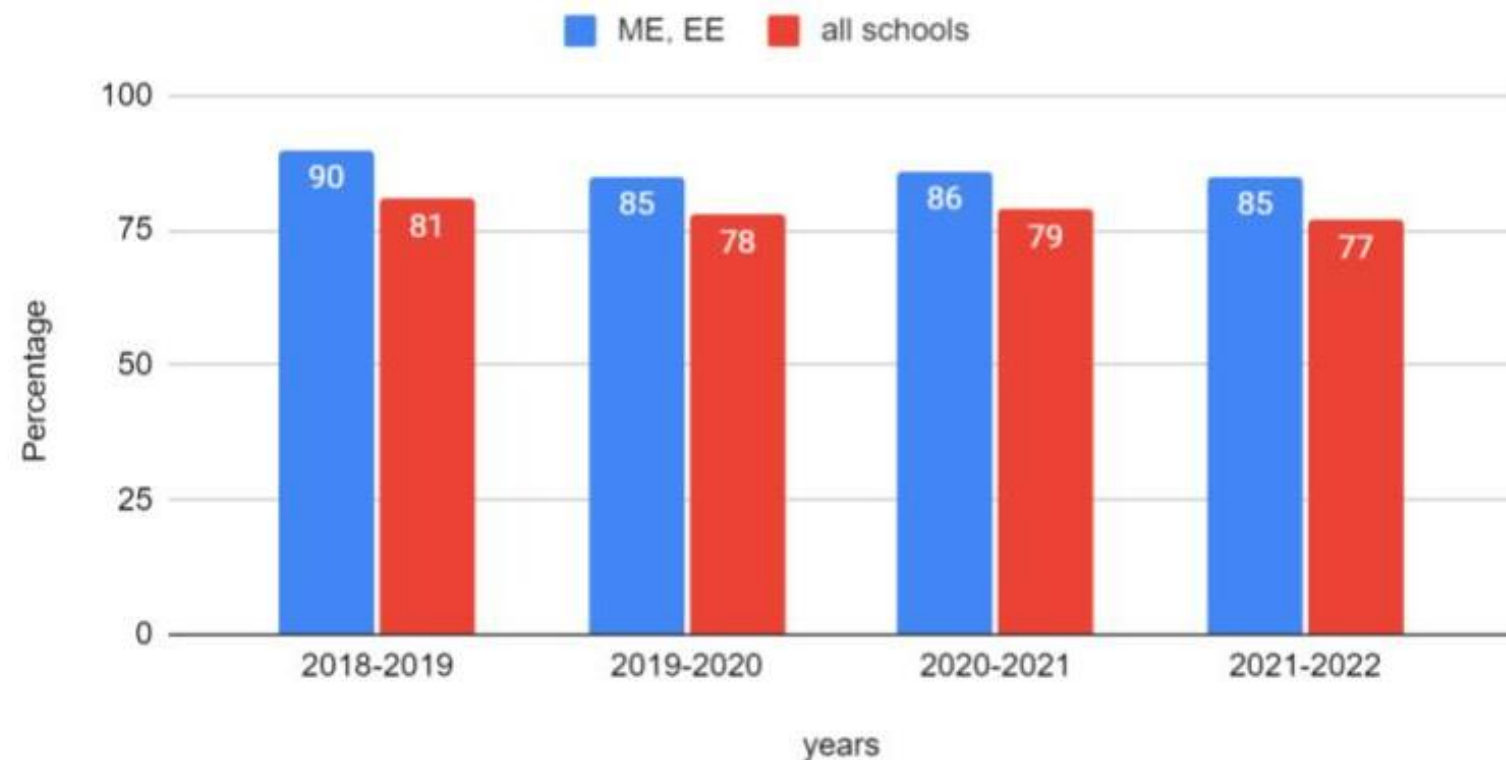
Numeracy Data

- FSA results
- Learning updates for Primary
- Learning updates for Intermediates

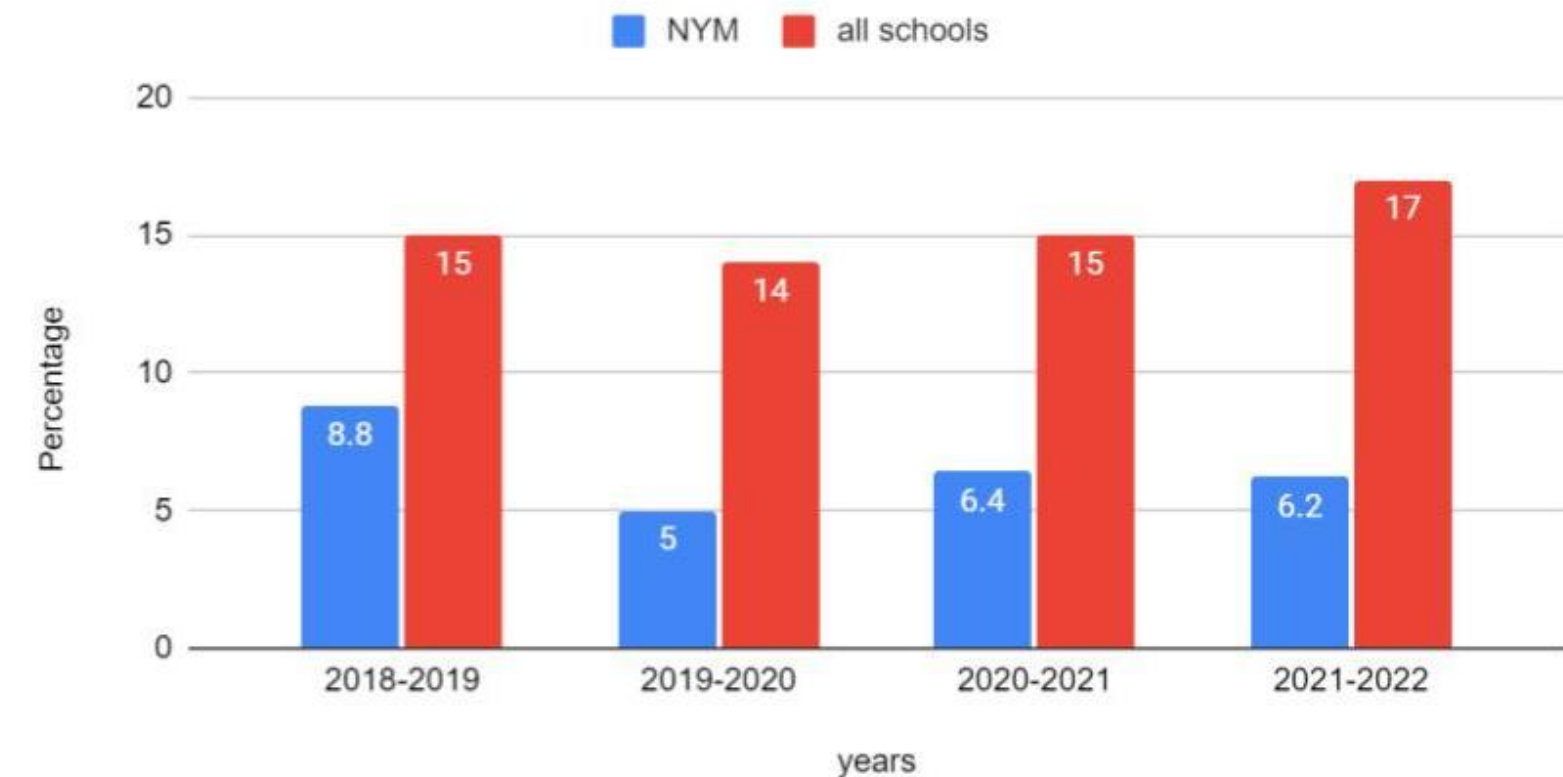
FSA results for Numeracy (on track or extending) for Casorso students compared to the district over 4 years.



Casorso K-3 students 3rd Trimester mark(meeting and exceeding) on report cards in Math over 4 years compared to...



Report card final mark for Math for Intermediate students who are Not Yet Meeting compared to the district over 4 years.



Student voice

Empathy interviews from grade 6 students

- What goals are you setting for yourself?
- What are you learning and why is it important?

I think math is important as we actually use it in real world

One is to make my writing more clear and stuff

Just **challenging myself with writing**. I've been writing some stories at home that I just like to write, and I love doing math. I just do math at home for fun...

Speaking a lot more french

Reading more books

Collaborative Professionalism

(job embedded Pro-d, inquiry based, shared understanding, collective efficacy, adaptive expertise)

Core Values

- Deep dive into staff intentions and beliefs and aligned our work on a set of Core Values



Data Analysis

- Achievement data analysis of both quantitative and qualitative outcomes to land on a literacy goal for the school



Compassionate Systems

- Staff are leading in grounding activities and sharing their personal land acknowledgements



Staff PGP on SEL

- 18 staff participated and practiced SEL strategies from CASEL Playbook - over the course of 5 lunch learning sessions

Growth Mindset Coaches

- A year long book study where all teaching staff engaged in Growth mindset activities

ILT Consult for Literacy Priority

- Building collaborative learning around literacy - AME collaboration with Angela Stockman in August Pro-D
- French Primary teachers learning from Joanne LaPointe

Student Panel:

Sharing their learning journeys



Ferran Gutierrez-Carabias
Creating a Personal Land Acknowledgement

Emma and Manar
Learning and Sharing in Circle to build community

Gabby and Alessandra
Promoting SEL strategies and Growth Mindset



Next Steps towards Equity and Excellence in Learning....



More robust data collection

Consistent data collection by supporting staff in the process of inputting results in Data Warehouse

Continual support for Literacy instruction

Enhance student learning around literacy

Engage our Local Knowledge keepers

Opportunities for students and staff to learn from and with our Local Knowledge Keepers

Multicultural representation and celebrations

School wide approach to celebrations and representations for multiculturalism

Thank you!

Learning walk – Please feel free to enter classrooms and ask the questions provided on each door

