

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:

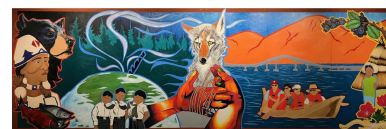
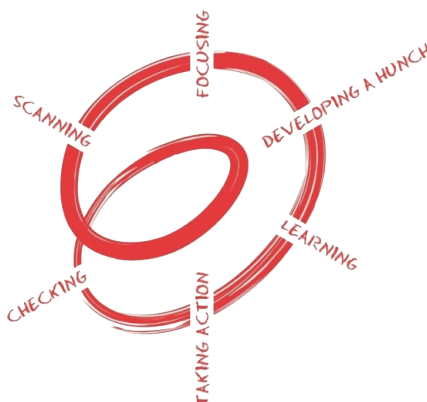
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

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: Mar Jok Elementary School

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Westside Family of Schools

Overall School Population: 441

Student Population Indigenous: 36

Student Population, Children in Care: 0

Student Population, SPED: 25

Student Population, ELL: 4

Principal: Brady Holland

Vice Principal: Lisa Wilson

Grade:

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

Number of Administrators: 2

Number of School-Based Teachers: 23

Number of School-Based Support Staff: 16

School Community Student Learning Plan

School Learning Story

Background:

Mar Jok Elementary opened its brand new doors to students and teachers in September 2014. Named after a local Chinese Canadian pioneer, Jok Mar, the school has forged a unique and innovative culture based on inquiry and collaborative learning. Collective learning grounded in the principles and practices of formative assessment supports and ensures continuous learning and growth for each of our students.

Our building was designed as a flexible learning space to support the redesigned provincial curriculum. Since our opening we continue to be guided by two overarching inquiry questions: Who ARE our students? What's going on for OUR learners? As Central Okanagan Public Schools moved towards documenting inquiry with authentic school-based evidence as the foundation of school improvement planning, Mar Jok Elementary staff embraced the Spirals of Inquiry as the natural progression of our learning community's work.

Our story is one of promoting and celebrating growth for all stakeholder groups in our learning community. Our learning culture is rooted in Assessment for Learning, collaboration, community, Learning in Depth, and Inquiry.

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 will use: ELP data - including PM benchmarks, student, staff and parent learning survey responses, Foundational skills assessment data, and MDI and EDI data. Teacher assessment and reporting data will be used.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	All teachers and administration held conversations with students.	Here are our guiding questions. • When do you feel you are doing your best learning? • What does it mean to be a Writer? Mathematician? How do you see yourself as a Writer? Mathematician? • How do you take responsibility for your own learning? Our students were able to articulate when and how they do their best learning. They were able to express what it means to be a writer and mathematician. They provided many examples of how they take responsibility for their own learning.
Other	Responses to parents survey: • What are your hopes for your child and their learning? • Where would you like to see your child grow as a learner?	Parents desire for their children to enjoy school, and to grow academically and socially.
Student achievement data	Use of data from FSA's and Ed Plan Insight	There is an increase in the number of learners not meeting grade level targets for reading, writing and numeracy.

School Community Student Learning Plan

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?):

There was an affirming trend within the results of our scan of students being able to articulate who they are as a learner and how they learn best.

There is a trend around the diverse response on how students learn best between collaboration, learning by themselves, working in quiet spaces and more busy environments. Children saw themselves as writers.

Student Learning Goal 1:

With assessment for learning at the core, our learners will develop foundational literacy skills and curricular competencies to ensure strong student achievement and deep learning inspired by local indigenous ways of knowing.

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: connecting, reflecting, thinking, and developing, building shared understanding and using multiple strategies

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
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Ed plan insight, ELP and PM benchmarks, student learning summary data	Every learner is reviewed collectively in our school numerous times throughout the year by staff during class reviews, term summaries, bi-monthly non-enrolling meetings and SBT meetings.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher observations and notes. Student evidence of learning.	Teachers monitor and track the progress of all learners in our school.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

We will deepen our understanding of a variety of strategies to responsively and intentionally support each learner with developing strong literacy skills.

School Level Strategies and Structures:

Further our learning of the reading and writing powers with Adrienne Gear to deepen student thinking power. A consideration for grade level collaborative marking of writing to look for trends and to discuss next steps.

Classroom-level Instructional Strategies:

Some grade level teams have engaged in a book study using the books: Shifting the balance or Letter Lessons and First Words. Some classes have engaged with the Heggerty program to teach phonological awareness and some classes are using the UFLI program to teach phonics.

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	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.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	books and manipulatives	5000
Professional Learning	lunch and learns with Adrienne Gear	1000

School Community Student Learning Plan

Checking for Impact

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

Most of our learners see themselves as readers and writers.

We have noticed that printing (fine motor skills) and our number of students who are emerging has increased. We will continue to explore methods to support our emerging learners in literacy.

Recommendations for next steps for this School Student Learning Priority:

We will continue to learn more about pedagogy to support our emerging learners in their literacy development. We will be exploring changes to our routines and structures as well as methods and materials used in direct instruction.

Some grade level teams have engaged in a book study using the books: Shifting the balance or Letter Lessons and First Words. Some classes have engaged with the Heggerty program to teach phonological awareness and some classes are using the UFLI program to teach phonics.

We will be revisiting the RTI framework and its recommendations for specific instruction at each Tier.

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?):

There was an affirming trend within the results of our scan of students being able to articulate who they are as a learner and how they learn best.

There is a trend around the diverse response on how students learn best between collaboration, learning by themselves, working in quiet spaces and more busy environments. Children saw themselves increasingly as mathematicians as they moved into older grades.

Student Learning Goal 2:

With assessment for learning at the core, our learners will develop foundational numeracy skills and curricular competencies to ensure strong student achievement and deep learning inspired by local indigenous ways of knowing.

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: Numeracy

Curricular Competencies: building relationships, contributing to the community, resolving problems, valuing diversity and caring for the environment

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
- ☒ Creative Thinking
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ 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



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	FSA, student learning summary data	Every learner is reviewed collectively in our school numerous times throughout the year by staff during class reviews, term summaries, bi-monthly non-enrolling meetings and SBT meetings.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher observations and notes. Student evidence of learning.	Teachers monitor and track the progress of all learners in our school.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

We will deepen our understanding of strategies to best support all learners with developing strong numeracy skills.

School Level Strategies and Structures:

Further our learning of current numeracy strategies to develop both foundational numeracy skills and problem solving and reasoning skills. Develop a deeper understanding of current assessment practices across and within grade level teams.

Classroom-level Instructional Strategies:

Some grade level teams have engaged in book studies. Some teachers have been learning about counting collections, others have been involved in the district numeracy network and others have been bolstering our manipulatives and loose part collections.

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	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.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Math resources and pedagogy presentations and purchase of supplies	2000

Checking for Impact

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

Our learners enjoy math and many see themselves as mathematicians. Some students require support in building procedural fluency from conceptual understanding as well as reasoning and problem solving.

Recommendations for next steps for this School Student Learning Priority:

We will continue to establish mathematics goals to implement equitable mathematics instruction. We will continue to explore and deepen our learning about the core set of teaching practices for advancing equitable mathematics instruction as outlined by the National Council of Teachers of Mathematics.

We will align our beliefs and practices throughout our school and lean into the First Peoples Principles of Learning throughout our journey. Authentic indigenization in numeracy will be explored.

School Community Student Learning Plan

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?):

Staff and students expressed a desire to further develop social awareness and responsibility.

Student Learning Goal 3:

Our learners will demonstrate development of the social awareness and responsibility core competencies inspired by local Indigenous ways of knowing.

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

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Collaborate to plan, carry out, and review constructions and activities
- ☒ Creative Thinking
 - ☒ 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
 - ☒ 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	Numbers of social emotional SBT referrals and tracking of discipline referrals and incidents. Referrals to counsellor.	All students are observed, supported and provided the resources and time to meet their specific needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Staff observations and documentation.	All students are observed, supported and provided the resources and time to meet their specific needs.

Taking Action and Learning

Leading Professional Learning:

We continue to decolonize our practice and indigenize the curriculum.

School Level Strategies and Structures:

We have had a knowledge keeper and elder in training facilitate 3 staff meetings. (Anona Kampe)

We have partnered with UBCO and Indigenize as a learning community participating in SSHRC research. We have hosted 4 lunch conversations with UBCO Elders and staff, and ILT members. We are looking to develop common language to support independent and effective problem solving within the students.

Classroom-level Instructional Strategies:

An Elder has visited every classroom to share the story of the Four Food Chiefs. Teachers are embedding Indigenous ways of knowing. We are having an Elder in Residence to support our learning this year.

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)	Ensure Indigenous world views are incorporated into classrooms and embedded into school culture. Create understanding with ALL students through authentic indigenous presence.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Indigenous Ed presentations	1000

School Community Student Learning Plan

Checking for Impact

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

We have seen a decline in students' willingness and skills to display social awareness and responsibility core competencies. We want to see children advocate for themselves and peers.

Recommendations for next steps for this School Student Learning Priority:

We want to support children in taking responsibility for their actions and develop independent problem-solving skills. We want to develop a common language around problem solving and 'size of the problem'.