

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:

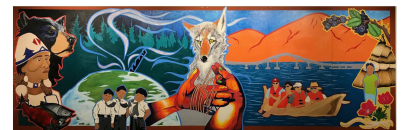
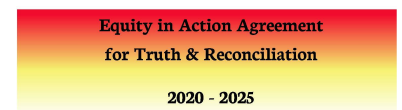
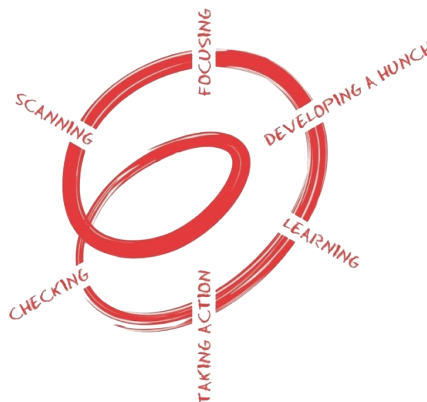
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shilow 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: Quigley Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 257

Student Population Indigenous: 45

Student Population, Children in Care: 1

Student Population, SPED: 26

Student Population, ELL: 28

Principal: Kim Grimwood

Grade:

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

Number of Administrators: 1

Number of School-Based Teachers: 12

Number of School-Based Support Staff: 3

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School Learning Story

Background:

Quigley is a community elementary school situated in a quiet neighbourhood in Rutland. The school serves approximately 257 students from Kindergarten to grade 5. There are currently 11 divisions in the school.

The community is kind, caring and supportive. We have an engaged school PAC who works hard to support the school with fun and enriching activities. Quigley is growing in diversity, supporting families from a diverse background and students with a wide range of abilities and strengths. We have a breakfast and lunch program and provide grocery support once weekly for a number of families. We have a growing Indigenous population in our school and work hard to embed Indigenous ways of knowing into our learning.

Quigley is fortunate to have a large facility that allows for creative and innovative use of its spaces. Over the past few years, the staff has transformed classrooms into a Learning Hub, a STEAM room, a Reboot room, and a beautiful outdoor courtyard. We are currently building an outdoor garden.

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 gathered data from a wide-range of sources throughout the school year, inclusive of FSA results, Student Learning Surveys, MDI results, a comprehensive SEL survey of staff, students and parents, report card, ELP data, class reviews, PAC and Staff meeting conversations, teacher observation of student learning, student digital portfolios, and student empathy interviews.

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

Type of Student Learning Evidence	Short Description	Further Details
Student achievement data	Report Card Marks	Year 1 initial scan: -not many students extending -more than half the school population is at developing or below
Student achievement data	Early Learning Profile Data	Year 1 initial scan: -segmenting of phonemes is consistently low -Writing data consistently low -connection between reading and writing scores -reading fluency is low across the grades
Student achievement data	Foundation Skills Assessment Scores	Year 1 initial scan: -some scores were higher than expected -not all students wrote the exams -reading scores exceeded writing scores
Empathy Interviews	Student surveys, classroom discussions and one-on-one interviews	Year 1 initial scan: -students generally have a growth mindset -students feel safe to make mistakes -some students report feeling nervous or stressed to write, but generally positive responses to writing
Student achievement data	Suspension Tracking	significant decrease in suspensions
Student Learning Surveys	Grade 4 student reporting on 45 item survey	Year 1 initial scan: waiting to review data
Other	Middle Years Developmental Index	Year 1 initial scan: waiting to review data

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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?):

- Over 10% of the student population receiving acquiring or lower in Reading and/or Writing
- FSA results indicating an area in need of growth
- Over 50 students receiving personal invitations to attend summer reading at the library due to be significantly below grade level expectations re: PM benchmarks
- Teacher anecdotal comments and concerns over students overall reading and writing abilities

Student Learning Goal 2:

Students will improve their written output and feelings of joy when writing.

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

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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



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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	FSA results	Identifying students with diverse abilities, indigenous ancestry, students in care, and English Language Learners

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM Benchmarks	Identifying students with diverse abilities, indigenous ancestry, students in care, and English Language Learners

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Report Card Data	Identifying students with diverse abilities, indigenous ancestry, students in care, and English Language Learners

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interview and anecdotal data from students, staff and parents	A sub-group of the interviews will be with self-identified Indigenous students and parents

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Writing samples	Identifying students with diverse abilities, indigenous ancestry, students in care, and English Language Learners

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Learning opportunities for staff relative to literacy strategies and structures
Adrienne Gear writing workshop

School Level Strategies and Structures:

School-based team review of intervention strategies and structures
Staff meeting professional development and sharing
Lunch and learn with ILT
Adrienne Gear webinars and writer's workshop
School wide writing opportunities
PAC meeting presentations
Quigley Family Fun Night with literacy focus
Celebrating small wins
School Newspaper
Class reviews
Common language
Writing is visible and celebrated

Classroom-level Instructional Strategies:

Exploration of various strategies and structures to enhance literacy skills
Working with the instructional leadership team
Collaboration time

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	Ensuring all learners are maximizing their learning capacity

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Resources, texts, online subscriptions	5000
Professional Learning	Workshops, speakers, resources, release time to observe/learn/co-plan and co-teach	5000

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Checking for Impact

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

Year One Reflection: Staff and students have really engaged with the loose parts story workshop concept and have begun to create a loose parts library and space in the school. Anecdotal evidence suggests that reluctant writers have really benefitted from this approach. Teachers are reporting an increased confidence in their students' written abilities. Report card marks are also showing improvement. Baseline data was collected.

Year two reflection:

FSA evidence- Although there is no specific writing score given on the FSA we have been tracking the written response portion of the FSA. In comparing year one data to year two data we have seen no change in emerging scores (14% of students emerging), but we did see a slight improvement in the number of students scoring in the proficient range (an improvement of 4%).

Parent Feedback: In a survey given to parents at a PAC meeting, 15/17 parents stated that their child has shown improvement in their writing. 7/17 parents reported that their child enjoys writing.

Student Learning Survey (grade 4): The student response to the question "I feel I am getting better at writing." Garnered the following responses; 10% strongly disagree or disagree, 15% neither agree nor disagree, 52% agree or strongly agree, and 22% gave no answer or don't know.

Report card data: Our report card data is showing little overall change. For example in term 2 from 2022/23 48% of students were proficient or extending in writing. At the same time one year later the number is 46%.

Anecdotally, we see evidence of an increased enjoyment of writing. For example, we have a student initiated school newspaper that published two editions. We see students outside writing stories, students eager to write and share poetry on the school announcements, and students writing on display all around the school. Additionally, this year we hosted a Quigley Family Fun night that with a writing theme. Students shared their writing around a campfire, they used triple scoop words to describe their families for a family photo booth, and they played silly sentence word games with their family.

Recommendations for next steps for this School Student Learning Priority:

Recommendations for year two: Continue to work with a collaborative team to review learning and overall impact. In year two, staff will have the opportunity to work with Adrienne Gear and partner with Springvalley Elementary to explore and implement "Powerful Writing Structures." The staff will spend a full day together at this workshop and then through a series of small professional development sessions, continue implementing school wide writing structures using Adrienne Gears Webinar series. As a staff we will continue to gather a variety of data to reflect upon on success and challenges.

Year two recommendations: Students and staff will continue with the structured approach that Adrienne Gear offers. Using common language, graphic organizers, and processes year after year we hope will prove to be effective in improving our students' writing abilities. In year three, we will explore the school district's new writing continuum, assessment tools, and the benefits of assessment for learning, especially conferencing. We will continue to celebrate and highlight our students' writing efforts and will lean in to our second year of a student newspaper. We will continue to find ways for our students to write in ways that connects them to the real world and has meaning for them. We also hope to develop our students' ability to self-assess their writing.

In addition to our focus on writing, we will continue to build upon our students literacy skills by investing time and energy into programs that build oral language, phonological awareness, phonics, and fluency. Using resources like Haggerty, UFLI, Talking Tables, and other research based resources will continue to build our students skills.

One further recommendation for consideration is using a case model approach and tracking a targeted group of students over time.