

SD60 Framework For Enhancing Student Learning

Mission

All of our students will graduate, walking the stage with dignity and grace.

Belief Statements

We are a community of learners striving together to build success for all. We have a safe, healthy and welcoming environment. Staff and students connect through caring and laughter.

All members of our learning community are valued and respected. Cultural differences are honored. We all belong.

We nurture body, mind and spirit and believe in finding the beauty in every human being.

We provide a variety of learning environments, both in and outside of the classroom and through the integration of technology. With the help of our community partners, we involve students in authentic learning experiences. Learning takes place in an environment of innovation, inquiry and creativity.

Students discover and pursue their interests and strengths. They are actively engaged and are willing to step outside their comfort zone in order to challenge their learning.

We are excited about our learning. We take time to share our stories and celebrate success. We are proud to see students become more confident in their skills and abilities, open to on-going learning, and prepared to make a difference in our world.



Values

The five core ethical values seen as most important to guide our daily lives include:

Respect

Compassion

Honesty

Responsibility

Relationships

Motto:

Together we learn

Board Goals 2019: District Framework for Enhancing Student Learning

1. Academic excellence

- a. All students will make progress and reach their potential
- b. A student's education will be a rich and well-rounded experience
- c. Students will have flexibility and choice in their learning
- d. Learning will take place in an environment of innovation, inquiry and creativity

2. Positive personal and community contributions

- a. Students will understand their own identity and their relationship to others
- b. Students will be sensitive to commonalities and differences among and within cultures
- c. Students will understand how their actions impact others and the environment

3. Career Connections

- a. Career programs will enhance career opportunities for all students
- b. Providing both knowledge and opportunities to students so they can successfully transition from high school to work and/or post secondary pursuits
- c. Students will learn skills to prepare them for the digital world
- d. Students will learn through authentic, relevant and meaningful learning experiences

SD60 Framework For Enhancing Student Learning: Operational Plan

- * Presentations to the board of school frameworks in the Fall
- * District follow-up with schools on their framework, learning evidence and actions - January/February
- * Systemic approach and structure to ensure follow-up

1. Academic Excellence				
Goal	Evidence	Target	Supporting educational programs, strategies and structures	Relevant staff capacity-building to support goal
Increase Dogwood completion rates for all students	<ul style="list-style-type: none"> * ministry grad rate reports for all students, aboriginal, special ed, male, female, ELL * C+ or better rates for grade 10 English and Math * Transition / withdrawal rates from grades 10-12 	<ul style="list-style-type: none"> * Rates to be at or above provincial averages * Establish a trend of improvement 	<ul style="list-style-type: none"> *Middle/High school Aboriginal Support teachers * ABED Transition Coach Program * Use of Assess to monitor and plan for individual progress *Connect students who have left the 	<ul style="list-style-type: none"> * Ongoing training, support and collaboration around new curriculum implementation

	<ul style="list-style-type: none"> * Dogwood completion rates on the 6, 7, etc schedule * registration difference between beginning of September and October 1st for various sub-groups 		<p>school system through NBCDES, Work Experience, Youth in Trades</p> <ul style="list-style-type: none"> * School based strategies to deal with attendance issues 	
<p>Improve reading comprehension success in grades 5-9</p>	<ul style="list-style-type: none"> * District reading assessments K-9 (K phonological, PMB, QCA, RAD) * Provincial standards assessment in grades 4, 7 (new FSA) * final report card mark for Language Arts/English 7-9 	<ul style="list-style-type: none"> * Establish a trend of improved reading comprehension results for grades 5-9 * district-wide use of proven resources and strategies that reflect teaching of reading comprehension 	<ul style="list-style-type: none"> * coaching and collaboration - grants * coaching support * collaboration for formative literacy assessment * SmartLearning series * School based strategies to deal with attendance issues 	<ul style="list-style-type: none"> * coaching and collaboration grants for new curriculum implementation * literacy coaching support * Pro-d and inservice * ongoing support for Assess tool
<p>Ensure academic success between transitions: Elementary - Middle - Secondary</p>	<ul style="list-style-type: none"> * Pass/fail rates for grade 9 for core courses * District reading assessment results in grades 6,7,9 	<ul style="list-style-type: none"> * improving trend of results for grade 9 core courses, grade 6, 7, 9 district reading assessments, district numeracy 	<ul style="list-style-type: none"> * Pass/fail rates for grade 9 for core courses to ensure 'intervention' after promotion from Middle School 	<ul style="list-style-type: none"> * ongoing support and attention to filling out transition information in Assess

	<ul style="list-style-type: none"> * District Numeracy Assessment in grades 6 & 9 * provincial numeracy assessment in secondary 	assessments	<ul style="list-style-type: none"> * Transition profiles of students needing support (Assess) *Transition Visitations for groups of Grade 6 and Grade 9 students * School based strategies to deal with attendance issues 	
Improve academic achievement in numeracy in grades 4-12	<ul style="list-style-type: none"> * District Numeracy Assessment grades 6,9 * Provincial standards numeracy assessment grades 4,7, secondary (new FSA and secondary assessments) * C+ and better rates on final report card for math 10 	<ul style="list-style-type: none"> * establish district baseline in the 2016-17 school year * be at or above provincial level for FSA (new assessment) * establish improving trend for C+ and better rates for math 10 courses. 	<ul style="list-style-type: none"> * Assess tool for DNA * School based strategies to deal with attendance issues * numeracy coaches at middle and secondary level * district numeracy coach * demo teaching and modeling of effective strategies for numeracy 	<ul style="list-style-type: none"> * pro-d and inservice * ongoing training of numeracy coaches * research into numeracy strategies by numeracy coaches and other teachers * collaboration grants at the school level
Increase the use of the Class Review	Class Reviews online through ASSESS	At least 75% of all classes in elementary school will complete a	Learning in Safe Schools Class Review Protocol	All school staffs in conjunction with LS Staff.

<p>Process and ASSESS in providing a whole class/whole student view to enable strength based planning for meaningful, inclusive learning.</p>	<p>Evidence of how the Class Review has informed service to students</p> <p>Use of ASSESS to 'know' and 'understand' a child or group of children</p>	<p>fall Class Review conversation</p> <p>Each teacher at Middle and Secondary will complete at least one Class Review conversation</p>	<p>ASSESS</p> <p>District Assessment</p>	
<p>Schools will explore a variety of ways to communicate student learning.</p>	<p>Examples of e-portfolio, Freshgrade, report cards for 'gradeless' reporting, rubrics, self assessments, artifacts</p>	<p>Examples from each Middle school for 'gradeless' electives.</p> <p>At least 5 Freshgrade examples for elementary, middle, and secondary levels.</p> <p>E-Portfolio examples at a range of levels.</p> <p>Samples of presentations of learning at various locations.</p> <p>Artifacts using a variety of tech apps to show learning.</p>	<p>Collaboration Groups</p> <p>E-Portfolio work</p> <p>Curriculum With Technology Program</p> <p>Google Classroom, Google Platform, Learn60 Accounts</p> <p>SET-BC Tier 3, Tier 2 projects</p>	<p>Tech Inservices: Freshgrade, e-portfolios, CWT, Google Platform</p> <p>Instructional Tech Coaches</p> <p>Learning Services Itinerants</p> <p>POR group inservices: Formative Assessment</p>

2. Positive Personal and Community Contributions

Goal	Evidence	Target	Supporting educational programs, strategies and structures	Relevant staff capacity-building to support goal
Students will feel connected to their school	<ul style="list-style-type: none"> * ABED sense of belonging survey * Suspension data? * Behaviour Incident reports for 0-1, 2-5, 6+ * SR quick scales in assess * Satisfaction surveys * bullying incidents 	<ul style="list-style-type: none"> * positive trend in results from surveys 	<ul style="list-style-type: none"> * PBS coaching * ArtStarts programming and performances * School connections with NEAT * Assess tool * school-based surveys on school connectedness 	<ul style="list-style-type: none"> * School-based PBS teams that participate in district workshops and work with school colleagues
Students will value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.	<ul style="list-style-type: none"> * SR Quick Scales K-9 * Social Responsibility Core Competency - Valuing Diversity Artifact * Digital Citizenship Survey * ABED Sense of Belonging Survey * number of bullying 	<ul style="list-style-type: none"> * trend of improving results for number of discipline referrals. * trend of improving results around suspensions * decreasing number of “major” incidents as defined in incident report 	<ul style="list-style-type: none"> * Inservice on the implementation and * integration of core competencies * Assess tool for SR quick scales 	<ul style="list-style-type: none"> * core competencies workshops and consultation process * consultation on reporting process for student self assessment of core competencies * pro-d on core competencies

	incidents			
Students will understand their own identity and their relationship to others	Artifacts and stories from core competencies	All schools will have at least one qualitative example of this teaching/learning in action	Random Acts of Kindness SEL Programs Units on Human Rights, Identity, Literature and Novel Studies All About Me pamphlets for students with Special Needs	PBS Coaches PBS Reps Literacy Coach Classroom Teachers Learning Assistance Teachers LS Itinerant/Resource Teachers

<p>Through the PBS Framework, school staffs will increase their understanding of what it means to embrace diversity and to accept all students for their 'gifts'.</p>	<p>Matrices that reflect diversity</p> <p>Self assessment using Core Competencies</p> <p>Student surveys on feeling safe and accepted</p> <p>Celebrations and stories of diversity</p> <p>Student self assessment using 'social responsibility' and 'personal & cultural identity' core competency</p>	<ul style="list-style-type: none"> ● 80% of schools have "diversity" reflected in their matrices ● 80% of schools provide an artifact and a student self assessment ● Creation of a resource collection where teachers can add their own ideas and materials 	<p>PBS Coaching</p> <p>CT work on core competencies</p> <p>Mind Up</p> <p>Center for Race & Culture</p> <p>Bullying Prevention Programs</p> <p>Aboriginal Ways of Learning</p>	<p>School Staffs</p> <p>LS Staff</p> <p>School Teams</p> <ul style="list-style-type: none"> ● Coaching ● Collaboration <p>Inservice/Pro-D:</p> <p>Shelley Moore</p> <ul style="list-style-type: none"> ● Key ideas ● SBT <p>Center for Race & Culture</p> <ul style="list-style-type: none"> ● Middle/Sec ● LGBTQ/SOGI
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3. Career Connections

Goal	Evidence	Target	Supporting educational programs, strategies and structures	Relevant staff capacity-building to support goal
Increase the number of students participating in Career and Applied Design Skills Technology Activities(ADST)	Participation rates	Establish 2016-2017 baseline data for numbers of participants in: <ul style="list-style-type: none"> ● Maker Day ● Coding ● Skills Canada Events ● Robotics Every school hosts at least one event in ADST/Careers Curriculum	-Maker Learning Opportunities - Skills Canada - Hour of Code - Find Your Fit	- Professional Development for the Career and ADST reps. - Classroom teachers attend industry/college tours and events
Increase the number of Aboriginal students in Work Experience, Dual Credit, & Youth in Trades	# Aboriginal Students participating in WEX,Safety Training, Dual Credit and Youth in Trades # Aboriginal Students gaining credentials in Dual Credit	Positive trend in numbers of Aboriginal participants	- Work Experience - Youth in Trades - Dual Credit - Aboriginal College Tours	-Parents as Career Coaches
Develop hands-on	Qualitative Narratives,	All schools will be	-Yes-2-IT	- “Shoulder Tapper”

<p>skills and explore careers in a variety of fields.</p>	<p>Photo Essays, Videos depicting our students engaged in meaningful learning experiences - Elementary to High School Video interviews with students involved in career programs - Middle/High School</p>	<p>able to describe a careers lesson, unit or initiative completed by a teacher within that school.</p>	<ul style="list-style-type: none"> - Find Your Fit - Skills Exploration - Trades Sampler - Discover Skills BC - Science World - Skills BC events - Links to new curriculum - Career Education -Kindergarten Tinker Trays - Energy Week 	<p>will work with teachers to help develop learning activities K-12 -Pro-Development -Inservice</p>
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4. District Celebration of Strengths and Successes

<p>District and School staff will celebrate and publicize strengths and successes.</p>	<p>Grade 6 cold writes Grade 4, 7 FSA</p> <p># of students in apprenticeship programs and who graduate # of students involved</p> <p># of students involved and variety of placements - support of industry and business community</p> <p>Results of students increasing reading levels</p> <p>Qualitative Narratives, Photo Essays, Videos depicting our students engaged in meaningful learning experiences</p>	<p>Every school will supply a narrative using data or examples for Board Meetings throughout the year.</p> <p>Every school will supply examples to their parent group during the year.</p> <p>Student sub-groups will be represented within these celebrations: Aboriginal, Special Needs, International, ELL, LGBTQ etc.</p>	<p>Curriculum with Technology</p> <p>Maintain Reading Recovery - results and training of teachers</p> <p>Program continuation</p> <p>Pre-Schools - early learning in general</p> <p>Band</p> <p>Well-rounded education - the whole child</p> <p>Sports - teams - physical literacy - Camp Cameron</p> <p>Inservice - coaching and collaboration grants</p>	
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