

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:

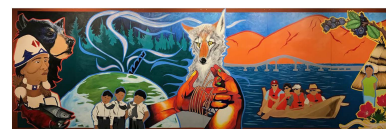
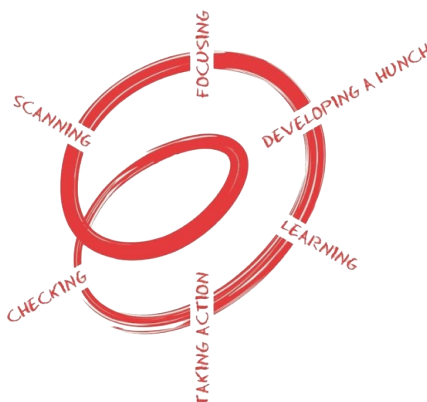
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

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: South Kelowna Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Central Family of Schools

Overall School Population: 269

Student Population Indigenous: 35

Student Population, Children in Care: 1

Student Population, SPED: 19

Student Population, ELL: 10

Principal: Jasmine Lemon

Grade:

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

Number of Administrators: 1

Number of School-Based Teachers: 12

Number of School-Based Support Staff: 3

School Community Student Learning Plan

School Learning Story

Background:

South Kelowna Elementary School (SKE) has a population of 269 students who come from diverse backgrounds and stories. SKE is situated approximately ten kilometers south of downtown Kelowna, amid a semi-rural orchard area. Three school busses and one city bus service our school. Our present facility opened in 1997, after extensive renovations and additions, and now features thirteen classrooms, a full-size gymnasium, multi-purpose room, library, flexible learning classroom, community-size kitchen and eighteen acres of grounds that are shared with the City of Kelowna. Our site is often described as "beautiful" and we feel fortunate to be part of a modern, attractive school in such a lovely setting. South Kelowna Elementary is a very inviting place to learn and work. It is the school in the heart of the community where many of our teachers, staff and parents also attended elementary school!

South Kelowna Community Recreation began with a part-time facilitator and offered approximately 50 programs throughout the year. This group has grown substantially and presently provides many programs for children, youth and adults, along with special community events.

South Kelowna Elementary initiated a joint-use agreement with the City of Kelowna in 1998. Our facility is now the "hub" for community activities and is one of "Kelowna's best kept secrets". We are nestled on 18 acres of pristine beauty and savor the uniqueness that we are blessed with. What makes us so special is our program's focus on recreation, culture and education leading to stronger families and healthier communities. The school has become the center of the community and is open beyond the school day based on programming offered by the City. We also have successful after school recreation programs ages 5-12 and offer youth activity programs.

Community programs in schools bring together many partners to offer a range of supports and opportunities. They are fortunate to partner with local community businesses such as; Harvest Golf Course for affordable and exceptional golf lessons for children, Okanagan Lavender Farm and Meadow Vista for inquiry-science based programs. Regardless of a family's economic, ethnic or family circumstances, they feel everyone deserves access to recreational opportunities. Canadian Tire Jumpstart funding is one of their primary partnerships that have graciously bestowed these opportunities by providing funding to various chapter groups in Kelowna to distribute to our community families so they can have equal access to sports and recreation programs.

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.**

Evidence to be assessed includes recent FSA results, MDI results, school-based scans, EdPlan Insight data (numeracy and literacy), as well as street data such as student learning tasks, classroom assessments, and class trends. Collecting information from a wide variety of sources will ensure that the learning experience of our diversity of learners (including priority students) will be reflect and included.

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

Type of Student Learning Evidence	Short Description	Further Details
Other	A selection of students were scanned in January 2023 regarding their perceptions and feelings towards numeracy, and connection to school.	Student attitudes towards numeracy are positive and most students feel connected to at least one school staff member.
Student Learning Surveys	Completed student learning surveys from Ministry of ECC	Students feel positive about relationship with school community, with room to deepen connections and critical thinking skills.
Empathy Interviews	A small group of Intermediate learners were individually interviewed in the fall of 2023 to determine whether the focus of the 22/23 school year had carried forward.	Students have a positive and confident outlook on numeracy and its application to real life. They are able to identify strategies for problem-solving. Responses identify need to focus on resiliency and stamina over time for learning challenges.

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?):

Staff observed through conversations, students showing their learning and thinking and summative results that there were lagging skills with numerical problem solving. Through student self-reflections, students expressed challenges in solving "word problems", clarifying the problem, and sticking with challenges over time rather than giving up.

Student Learning Goal 1:

To ensure learner confidence and success for each of our learners by:

Focusing on number sense fluency, mathematical problem-solving and critical-thinking 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: Numeracy

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
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Explain/recount and reflect on experience and accomplishments



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	Teachers have developed a 'numerical word problem' for each grade (K-6).	Each child will solve their grade word problem with as many solutions as possible. Teachers will assess responses using a common rubric. The problem will be solved in the fall and again in the spring. Initial and follow up solutions will be compared to determine growth and learning using the rubric. The rubric can be assigned a number from 1-4. This was in place for the 22/23 school year. Staff implemented measures within individual classrooms to support numerate thinking, allowing for recognition of classroom context and differentiation of students which allowed for a diversity of learners and entry points.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teachers observed students as they worked on finding solutions by noting frustration levels, questions, rate of completion, perseverance, mindset, and engagement.	Each child will solve their grade word problem with as many solutions as possible. Teachers will observe and assess students individually. Observations on frustration levels, questions asked, rate of completion, perseverance, mindset, and engagement are being noted. Teachers are engaging in conferencing with students to deepen their understanding of student approaches and skills.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy Interviews with learners	Staff will complete an empathy interview process with a broad range of learners in order to better understand how this goal is being achieved through the efforts of teachers through the year.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

As a result of yearly student surveys using Spirals of Inquiry, we committed to improving the teaching and learning of numeracy. The previous principal collaborated with staff to form a “numeracy team” and develop a “Plan of Action” Research from (Wang & Eccles, 2013) showed that “Children who perceive their teachers as caring –report feeling more engaged in school and perform better academically.” Knowing the social emotional well-being of our students has a direct impact on learning, school staff were mindful to maintain a positive growth mindset culture in the school.

The school team was fortunate to have an in-house teacher leader organize learning sessions during lunch or after school. A school's learning priority is never tackled in isolation. It takes a team approach with a commitment to learning for all. That includes student, staff and parent community.

For the 23/24 school year, SKE staff are exploring a plan of action for staff learning in relation to our school student learning priority. They are considering the impact of a math continuum, and the exploration of innovative practices for teaching numeracy.

School Level Strategies and Structures:

The Action Plan included collaborative inquiry teams, where learning occurred through conversations, powerful questions, and networking. - Linda Kaiser & Judy Halbert What is going on for our learners? How do we know? and Why does this matter?

Our numeracy team created a school-wide student survey. We reviewed data and our triangulated evidence to determine next steps. We maintained a shared vision to guide our learning for students and staff. For the 23/24 school year, staff are currently identifying their personal next steps for achieving this goal in grade-level groups, with a focus on collaborative practice.

Classroom-level Instructional Strategies:

Using learned numeracy strategies to support all learners in their learning journey.

We saw that cultivating a growth mind set by welcoming mistakes was an opportunity for learning which resulted in a positive shift in student attitudes. The staff collaborated in team to grow and improve their teaching and learning. Through this process, the school improved upon providing powerful, cohesive learning environments that better met the needs of EACH student.

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 Profiles	continue to develop a holistic definition of success for each learner, with a focus on personalizing the learning journey

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Building Thinking Classrooms resource	
Professional Learning	Book study and Professional reading using Building Thinking Classrooms	
Professional Learning	Online Pro-D - Virtual Math Summit - Build Math Minds	

School Community Student Learning Plan

Checking for Impact

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

At this time, students are sharing that they feel confident and positive towards numeracy and numeracy challenges, and we can see that in their attitudes towards participating in class learning activities as well. They can identify multiple strategies to solve challenging problems, and express a willingness to try new learning. They also demonstrate a need to more deeply develop critical thinking abilities, going beyond the surface to assess their own understanding (metacognition).

Recommendations for next steps for this School Student Learning Priority:

Our team will continue to explore innovative practices for numeracy development, including vertical learning and number talks. We will support collaborative problem-solving, and provide challenges aimed at building student skill and understanding over time. We will continue to learn about ways to foster deeper critical-thinking abilities in our students. We will identify an aligned approach (resource, learning opportunity) to collectively deepen our exploration towards this priority, including delving into tasks and activities ourselves, in order to develop empathy for our learners.

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?):

Empathy interviews with students, alongside observed anecdotal data (qualitative evidence) showed that students understand a variety of strategies for addressing challenging learning, but struggle to stay engaged in challenging tasks. Staff agreed that building stamina for learning would build deeper resilience to a broad range of challenges that students may face in their lives.

Student Learning Goal 2:

To ensure learner confidence and success for each of our learners by:

- Promoting, nurturing and developing a growth mindset, stamina for learning and resiliency to challenge

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

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Generating 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
Qualitative	Observations outside during play times, during classroom learning activities and structured learning environments in and out of the the classroom and school.	Staff are aware of all students mindsets as we encourage ongoing 'growth mindset' and kindness culture at our school. Some examples of collaborating with peers include solving mathematical learning (counting collections, making thinking visual and Peter Liljedahl - Building Thinking Classrooms), literacy provocations, physical education, lunch time intramural games, etc.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	stamina charts (for reading skill development, numeracy skills)	Stamina tracking charts provide quantitative data for teachers to see the learning trajectory of each student - what they are able to do and achieve from the beginning of an assessment cycle to the end. This is accessible for all students as it is individualized.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Survey, MDI survey	These formal surveys of grade 4 and 5 learners provide a window into their thinking and mindset and perceptions as connected to their learning and relationships, and are a way to quantitatively see the impact of efforts for a diverse range of learners.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- book study = Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar (continuing in 23/24 school year)
- Reviewing the MDI and our school based student/staff surveys.
- Reviewing the parent Student Learning survey
- digital wellness - What can we do to keep ourselves and others safe and secure in digital environments?

School Level Strategies and Structures:

- book study = Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar
- MDI results showed children's perceptions of themselves as not successful in learning.
- SEL teacher provided grade-level SEL lessons on a biweekly basis to all classrooms, so that all SKE students learned and used the same language in relation to managing emotions, responding to stress and conflict.

Classroom-level Instructional Strategies:

We saw that cultivating a growth mind set by welcoming mistakes was an opportunity for learning which resulted in a positive shift in student attitudes. Promoting our motto - Sharing Kindness Everyday

Counsellor, Resource teacher, CEA's, LAT and administrators working together to support students in their daily lives through conversations, small group activities, peer/family and classroom support.

- SEL teacher collaborated with each classroom teacher to build a "Calm Corner" in every classroom, and they explicitly taught strategies and structures to students so they could self-regulate and navigate personal challenges and difficulties

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

District Strategic Plan - Priorities	Description
Equity in Action Agreement – Pedagogical Core	fostering community relationships through ongoing collaboration

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Onward: Cultivating Emotional Resilience in Educators - book	
Other	Time to work collaboratively - staff meetings	
Learning Resource	The Little Spot - Diane Alber	

School Community Student Learning Plan

Checking for Impact

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

Our students express an understanding and appreciation of growth mindset as a concept. They readily use phrases such as "I don't understand this yet". Observations show that in academic challenges, as well as relationships, they need a significant amount of support in persevering through a challenge or problem, and identify that when faced with these hurdles, they feel stress or worry.

Recommendations for next steps for this School Student Learning Priority:

Our staff will continue to learn about and explore ways to develop student stamina for learning, providing them with feedback so they can see their own journeys. We will actively teach resiliency skills (such as utilizing the Mind Up curriculum throughout our primary classes, and the SCREAM curriculum in our grade 6 class). Additionally, we will build upon the successes this year of providing discrete SEL lessons by a consistent teacher for all classes, as we look towards ways of amplifying that learning in the 24/25 school year. We will also consider parent education so that we can partner more effectively with our parent community so that the messaging regarding stamina and growth mindset is consistent in multiple environments.

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?):

Reviewing the MDI (Middle Years Development Instrument) our Gr. 5 results showed a decline in feeling connected to each other and our staff. The student learning survey (Gr. 4s) showed a stronger connection to school staff, but still some lagging areas, and some outliers. Observations indicated that providing students with learning environments where opportunities to engage in small groups through cooperative learning would benefit social emotional well-being, resilience and promote relationships amongst all students.

Student Learning Goal 3:

To ensure learner confidence and success for each of our learners by:

-Approaching and supporting our learners through a holistic lens, recognizing the interconnectedness of mental, physical and emotional wellness

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)
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School Community Student Learning Plan

Core Competencies

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 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
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 - ☒ Self-regulation
 - ☒ Well-being
- ☒ 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
Qualitative	Observing interactions between students through partner classes and students playing outside during lunch and recess breaks showed the connections between students.	All students engage in recess and lunch time outside play activities. Our school is very inclusive and it was noted that students of every age were playing together. This is a strength, but also became a challenge due to size and ability of ages so guidelines were implemented for students playing with like-age peers for safety reasons.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Two types of student surveys were conducted. Questions were derived from CASEL. Positive responses were collated numerically into percent and graphed.	Two types of student surveys were conducted. Early primary survey (K-1) and Gr. 2-6 surveys were provided to all students. The early primary required teachers to read the six questions to the students while students indicated responses with smiley face scale. The Gr. 2-6 survey was nine questions with multiple choice responses. Data was collected by each student then converted to percent. This process was completed during the 22/23 school year. It will be revisited with questions specifically related to this year's iteration of our learning priority #3.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Number of incidents reported by NHS and teachers after recess breaks of concerns and conflicts between students.	Maintaining the grade divisions for playgrounds ensures more physical safety, and building of confidence for student skill development. Encourage "at level" play means that more students will engage in active and enjoyable play.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Anecdotal observations of areas of playground/field in use; who is using them.	We developed our Eagle Guides program in spring 2024 to develop leadership skills amongst Intermediate students so they can support healthy active play and the building of relationships with younger grade peers. Building these connections will further our goal of encouraging interconnectedness, and positive high regard within our student population, encouraging wellness for all.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Creating school and classroom cultures that support children's personal and social competence requires everyone to be involved. Investigating digital wellness on how we can foster healthy relationships and positive interactions with others online. A number of school staff signed up to complete the 4 Seasons of Reconciliation course, which promotes a deeper understanding of the history and treatment of Indigenous peoples in Canada, along with deepening learner understanding of Indigenous approaches to learning and knowledge transfer. A small group of staff met several times to explore the book "Cultivating Kindness: An Educator's Guide" by Professor John-Tyler Binfet. This resource encouraged both schoolwide (through our SEL program) and classroom-based interventions to build and cultivate a kinder culture, particularly through the intentional recognition of kind acts, and student reflection upon the impacts of their acts of kindness.

School Level Strategies and Structures:

We saw that cultivating a growth mind set by welcoming mistakes was an opportunity for learning which resulted in a positive shift in student attitudes. As we strengthen our growth mindset culture and numeracy knowledge, we will continue to focus on improving each student's academics, social-emotional wellness and indigenous perspective in an inclusive and caring community. Staff continue to actively utilized the First Peoples' Principles of Learning in their pedagogy, as part of viewing and supporting learners holistically. The use of matched classroom buddies, along with our active Grade 6 leadership group enable positive cross-grade relationships. Our intermediate students experienced learning from an Indigenous Elder, as a cohort, including instruction on Elder care, which relates to our focus on wellness and interconnection.

Our SEL program, including bi-weekly visits from our SEL teacher, to directly teacher emotional management and regulation skills, provided consistent opportunities for students to grow and understand themselves.

Schoolwide activities, such as a schoolwide pancake breakfast, and mid-year community assembly led by intermediate students encourages peer relationship developments and a positive sense of self and belonging at school.

-Development of our "Eagle Guide" program, in collaboration with Health Promoting Schools to empower Intermediate students as leaders and playground support during lunch recess, building relationships with younger peers, and teaching skills to support belonging and wellness.

Classroom-level Instructional Strategies:

Teach students how to listen to each other, size the group for effectiveness, assign roles to each member of the group, make goals and expectations clear, use real issues and problems to work with, respect each other's contributions and share your opinions by encouraging everyone to speak and take a turn. Classrooms actively utilize practices such as gratitude circles, and opening morning meetings to promote relationships within the classroom.

Building a "calm corner" area in each classroom to support emotional regulation and management.

Identifying students for small group supports (a friendship social group, students participating in activities with our Indigenous Advocate)

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)	implement and expand elders in the classroom, reflect on culturally indigenous perspectives, maintain our cultural indigenous space/gathering room

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	4 Seasons of Reconciliation	
Professional Learning	Cultivating Kindness - An Educator's Guide	
Staffing, Supplies	Purchasing outdoor resources for Eagle Guides	
Staffing, Supplies	Calm corner classroom supplies	

School Community Student Learning Plan

Checking for Impact

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

The MDI and Student Learning Survey showed that our students are not thriving in this area as much as we would have expected. While we see positive interactions and cross-grade connections on the playground, we also see repeated challenges with interpersonal relationships, perspective-taking and empathy. We see students using the skills being taught in their classrooms during our SEL lessons, and we see them also using the "calm corners" as one way to navigate personal challenges and emotional regulation.

Recommendations for next steps for this School Student Learning Priority:

Embracing our school motto of "sharing kindness everyday" and actively teaching interpersonal skills, as well as "just-in-time" learning as needed will help us move towards achieving this goal. Utilizing our School Support Team and School-Based Team structures, so that we approach and recognize each student as a whole learner, rather than looking only at academic or SEL pieces will help us deepen our holistic understanding. Staff working on the 4 Seasons of Reconciliation course will be invited to share their learning with the rest of the team. Additionally, we will continue to develop our Eagle Guides program so that students are empowered to be part of the solution in regards to peer relationship challenges, and to develop strong relationships across classes and grades.

Plan Reflection

Assistant Superintendent's Reflection and Next Steps:

SKE has made significant strides in enhancing students' attitudes toward mathematics and numeracy over the past several years. Additionally, the school has successfully improved students' mathematical skills, including fluency, problem-solving abilities, and critical thinking skills. These positive outcomes directly contribute to students' self-perception as capable mathematicians. Your school's Social-Emotional Learning (SEL) priorities, which focus on student stamina for learning and resilience in the face of challenges, align seamlessly with your third priority of approaching students through a holistic lens. Additionally, your school has implemented various strategies to enhance students' social-emotional learning skills. Congratulations on a great job creating an excellent learning situation for the students at SKE and for creating learning priorities that will provide a clear focus for the 2024-2025 school year.