

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

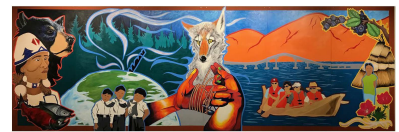
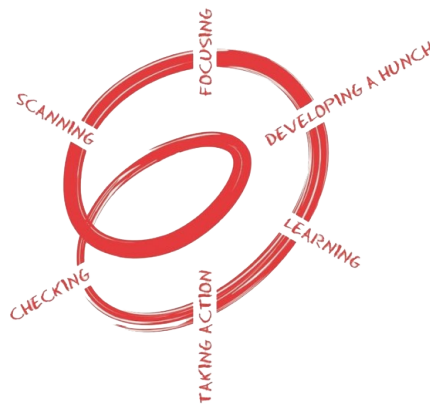
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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](#)



*LiDine - Spirit of Excellence
Shelton Lusk / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mental Project*

Fostering Indigenous student success through the lens of equity

School Learning Story

Background:

We believe, as a learning community, that we continue to learn about curriculum, instruction, and assessment practices. This helps our team in guiding our students, who often have a number of barriers to education including social, emotional, behavioral, academic challenges, and are looking for, and require, a flexible and personalized education plan that is equitable, inclusive and meets the goals of a 21st Century learner.

Central Programs and Services-Central Okanagan Public Schools is a supportive learning environment focused on meeting the diverse academic, social, emotional and behavioural needs of each learner. We offer a variety of unique educational programs and services that are accessible, equitable and inclusive, which are aimed at meeting the needs of the whole child. Our teaching and operational framework is characterized by identifying and capitalizing on the assets and strengths students inherently bring versus what they do not. We believe that creating opportunities for our students to showcase their gifts, talents and interests builds a sense of self-worth, confidence and resiliency from which to move forward. As a result of our work, students feel a greater sense of identity and belonging. Students will also gain a greater understanding of who they are through learning experiences that allow them to build their thinking and communications skills in a rapidly changing, and technologically advanced, world.

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?):

Students who are referred to Central Programs and Services are diverse and complex learners who require significant support to begin their path to success. Through the evidence we have collected, we know that our students feel supported at Central by the teachers, support staff and community agencies. Teachers, support staff and community agencies are connecting with students daily in all of our school sites. They also engage in community and school-wide events, regularly. We identified that the students who have parents/guardians/caregivers who meaningfully engage with their child's education find greater success at school. They also have greater attendance. At Central, we have identified that the majority of our students rarely meaningfully engage with their their parents/guardians/caregivers about their educational program.

Student Learning Goal 1:

To increase representation of members in our learning community in order to foster a greater sense of identity and belonging.

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](#):

Curricular Competencies: Positive and Personal Cultural Identity

School Community Student Learning Plan

Core Competencies

- Communication
 - Connect and engage with others
- Positive and Personal Cultural Identity
 - Relationship and cultural contexts
 - Personal values and choice
 - Personal strengths and abilities
- Social Awareness and Responsibility
 - Contributing to community and caring for the environment
 - Solving problems in peaceful ways
 - Valuing diversity
 - Building Relationships

C **Communication**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

T **Creative Thinking**

1. Novelty and value
2. Generating ideas
3. Developing ideas

T **Critical Thinking**

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS **Personal Awareness & Responsibility**

1. Self-determination
2. Self-regulation
3. Well-being

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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	Adventure Time Learning	Increased student engagement in Adventure Time learning opportunities. Through these learning opportunities, students have been able to engage in positive pro-social activities such as skating, rock climbing, theatre, horse equine therapy, art therapy, therapy dogs, bike rides, hikes and much more.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Increased student engagement community partners	We continue to engage community agencies in the work we do at Central. By collaborating and providing opportunities for students to access community support, we are better able to support our students with barriers such as mental health, harm reduction, family navigation, addiction, etc. Making these connections allows Central students to have access to support beyond the hours of the school hours and holidays, which is extremely important. Agencies such as BGC, Foundry, The Bridge and ARC Programs work across all of our sites to provide equitable access for all of our students to connect with our learning community.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Community/school events	All stakeholders attending and participating in school/community events such as the Fall and spring BBQ's, A Taste of Winter event, Adventure Time programs, Field Studies and Take a Hike Parent Night

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Indigenous Elders and Knowledge Keepers	Indigenous Knowledge Keepers and Elders coming to Central on a regular basis to connect with youth and share their knowledge. Carving canoe and hands on learning opportunities for all students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Orientation evidence	Students come to Central from around the entire District. Through scanning our youth, we have identified that students struggle to connect in the early stages of attending Central. We have implemented a Central Orientation process to better connect, and understand, all new students who are transitioning into our learning community. Orientation has been refined and has better connected students to our building.

Taking Action and Learning

Leading Professional Learning:

Teacher leaders have been participating in Four Seasons of Indigenous Learning sessions, which have been taking place between October 2023 and May 2024. Learning from these sessions has been shared out at monthly staff meetings. Our school staff has also focused on diversifying learning resources to better represent the diversity that we find in our building. Resources are reviewed and shared with staff by our Curricular Leader of Indigenous Education and Culture. Learning sessions, lessons and information are also made available to staff and students. Learning resources and strategies are also shared at staff meetings and learning sessions. Students and staff also learned about a variety of different cultures that we focused on for our community event - A Taste of Winter. Central has worked hard to increase learning experiences for all learners. Central has focused on land-based learning and outdoor learning but was hearing from students that more experiential opportunities in areas outside of physical activity were desired. As such, the Adventure Time team honed in on other learning experiences such as fine arts, theatre, crafts and HorseWorks to provide more opportunities for students to engage in positive learning experiences. Central continues to build an inclusive learning community where students are seen, valued and heard for who they are and everything that makes them unique.

School Level Strategies and Structures:

Giving students, staff and families voice in the types of events and learning opportunities that are provided to students.
Focusing learning on cultural awareness and competencies for staff meetings.
Learning sessions for interested staff.
Diversifying learning opportunities to improve accessibility for all learners.
Staff collaboration around building projects and resources for student learning and engagement.

Checking for Impact

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

We have worked hard to bring the voices of our students, parents and community partners to the table as we believe that it takes our collaborative efforts to best support Central learners. We have made positive growth in this area as a result of putting structures and opportunities for all to connect and engage in meaningful ways. We identified parent/guardian engagement as an area of growth and we will continue to build in more opportunities for parents to connect and engage with CPS. We also continue to focus on how we can improve student attendance, which is also an area we strive to improve. Central has increased engagement by providing more electives and a greater variety of learning experiences that enhance learning for all learners.

Recommendations for next steps for this School Student Learning Priority:

Continue to build skills around self-reflection and goal setting.
Continue to build access to community supports across all sites in an equitable manner.
Increase representation in our Student Voice program.
Increase representation in District Student Council.
Continue to increase elective options to meet the diverse needs of our students.
Continue to build on multicultural events to increase belonging and representation for our diverse population.
Continue to provide Adventure Time for students, staff and community partners to connect and engage in positive, pro-social activities and build confidence, wellness and success.
Provide more opportunities for parents to engage with our learning community in meaningful ways.
Providing more opportunities for students to share their culture and heritage in meaningful ways.

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?):

Through our scanning process, we have identified that students see the importance of core competencies, but struggle to meaningfully self-reflect and use language to reflect, and document, on their proficiency with the core competencies.

Student Learning Goal 2:

To build learning opportunities to communicate and self-reflect on the core competencies

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.
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Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Curricular Competencies: Personal Awareness and Identity

School Community Student Learning Plan

Core Competencies

- Communication
 - Acquire interpret, and present information
 - Explain/recount and reflect on experience and accomplishments
- 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
- Social Awareness and Responsibility
 - Contributing to community and caring for the environment
 - Solving problems in peaceful ways
 - Valuing diversity
 - Building Relationships

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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	Self-reflection slide deck	Increase in engagement with the Core Competency slide deck that was implemented across all sites at Central this year.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Staff learning	Curricular leaders have provided learning opportunities for staff, through staff meetings, to support the transition to our school-wide slide deck for self-reflections.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student learning	Students engaging with language to strengthen their ability to self-reflect on core competencies and set goals. Schoolwide learning for teachers has occurred to support teaching these skills.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Staff learning	Staff have now developed, practiced and fully implemented our schoolwide structure for students to self-reflect on the core competencies.

Taking Action and Learning

Leading Professional Learning:

Professional learning around goal setting and self-reflection
 Professional learning around gathering evidence and documenting.
 Professional learning around building digital portfolios to collect evidence.

School Level Strategies and Structures:

Structure implemented through orientation to ensure all students are set up with school wide slide deck for goal setting and self-reflection.
 School-wide system to review digital portfolios and goal setting progress.

Classroom-level Instructional Strategies:

Learning around building language and capacity to self-reflect on the core competencies.
 Learning around goal setting.
 Learning around collecting and documenting evidence.

School Community Student Learning Plan

Checking for Impact

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

At the start of the year, students were not particularly familiar with language used to self-reflect on the core competencies. Staff were also not particularly intentional with using this language to help guide learning. After many learning opportunities with our curricular leaders and staff meetings, language is clearly more imbedded in our daily practice and used in our classrooms and conversations. All students self-reflect on the core competencies before the end of the 2023/2024 school year.

Recommendations for next steps for this School Student Learning Priority:

Continue to provide various tools to support students with self-reflection of the core competencies.

Continue to work with curricular leaders to support students and staff with self reflection of the core competencies.

To work toward alignment on how we goal set and self-reflect as a school to ensure consistency for our learning community.

Supporting students in building their slide decks to showcase their growth and learning in relation to goals set in their Student Learning Plans.

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?):

Through scanning staff, students and parents, communication has been identified as a lagging skill for large majority of our student population.

Student Learning Goal 3:

To communicate formally and effectively with school staff, using various communication tools, to be a reliable learner and build a greater sense of responsibility and connection

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Curricular Competencies: Communication

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Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Parent and student scans	Online surveys for parent feedback and student feedback

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student email accounts	Ensuring all students know how to access and use their email accounts.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Writing emails	Learning tasks that require students to write formal and effective emails to communicate their needs.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student meetings	Formal meetings (intake meetings, check ins, etc.) with students so that they can effectively communicate their school needs and self advocate for their school program in a respectful and responsible manner.

Taking Action and Learning

Leading Professional Learning:

Central staff continues to build a culture that values relationships. Through string communication practices between staff, students and families, Central builds a strong level of trust and connection. Through scanning, we have identified that Central learners struggle to communicate respectfully and professionally. This is a lagging skill that is critical to building up students to increase success in their homes, classrooms and work environments. Through oral communication, staff continue to work alongside students to asses them in curricular areas and build oral communication skills. Staff also continue to build student's skills to communicate effectively through digital platforms to feel a better sense of connection and success.

School Level Strategies and Structures:

Staffing and support structures are built to allow time for important communicating to occur between students, staff, families, as well as community partners. Goal setting through digital portfolios and Student learning Plans help guide ongoing conversation and self-reflection around this learning priority.

Checking for Impact

Recommendations for next steps for this School Student Learning Priority:

Department Heads, Curricular Leaders and Admin will continue to develop learning tasks and opportunities for students to build communication skills. Ongoing empathy interviews with students, and families, to communicate needs and progress in relation to goals and transition plans will continue. All students, both new and returning, continue to go through an orientation process where we are gathering evidence on where students are at. Students, parents and community partners continue to stress the lack of communication from students around their learning and education. As such, we will continue to build their skills with regards to self-reflection, documentation and communication of learning, which we believe will continue build confidence, agency and belonging for all Central learners.