

Framework for Enhanced Student Learning (FESL)

SCHOOL PLAN 2021-2022

ACTIONS TOWARD SOUTHRIDGE STUDENTS ACHIEVEMENT



We respectfully acknowledge Southridge Elementary resides on the unceded ancestral lands of the Lheidli T'enneh First Nations. It is our honour to walk alongside our indigenous communities in educating our students.

District Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

District Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Southridge's Direction

Our priorities are:

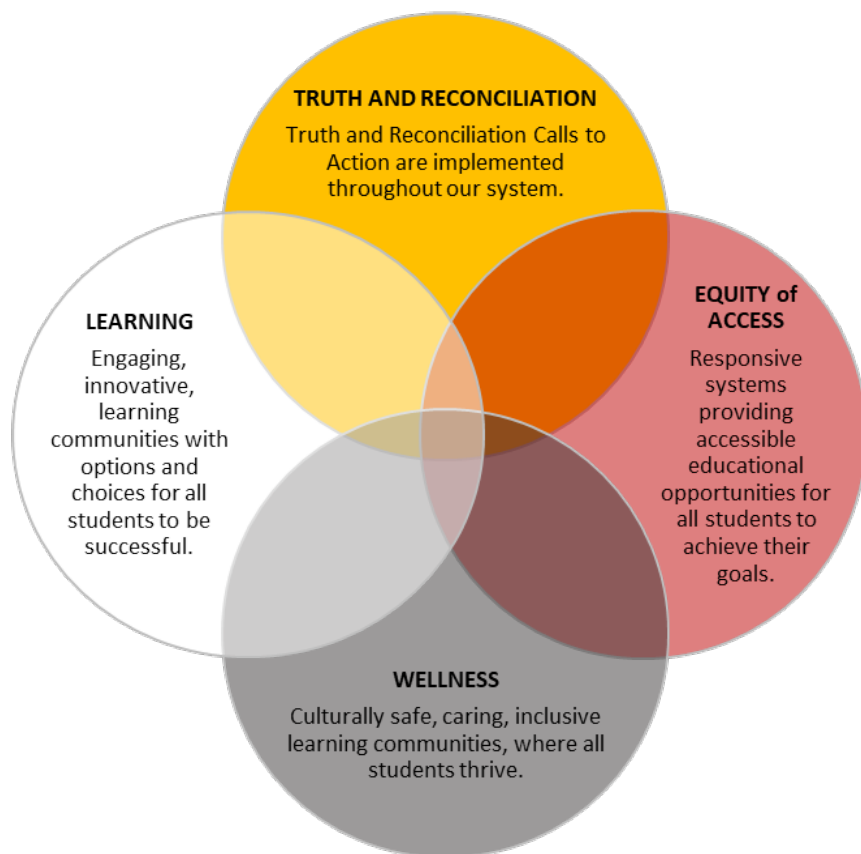


Figure 1

Southridge Elementary

Southridge Elementary's Keyoh is on the unceded ancestral lands of the Lheidli T'enneh First Nations. Geographically we are central to the College Heights community. Our land and playground are frequently used by our community. We have a vibrant music program that enriches students wellbeing. Grades 5/6/7 participate in numerous Applied Design Skills and Training (ADST) opportunities. Our goal is to give every child a soft landing every day. We use Mindfulness, food and connection to others as a focus of the start of each day. We have approximately 370 students, in fifteen divisions, in grades Kindergarten to Seven. Our facility recently celebrated 25 years in our commun

School Directions

Southridge has identified 4 complimentary directions. These directions will be seen in the work Southridge completes. Staff believe we need to focus on all of these with each child in order for them to be successful.

- ◆ **Direction 1 - Truth and Reconciliation**
- ◆ **Equity of Access or Diverse Learner Support**
- ◆ **Wellness**
- ◆ **Learning**



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Direction 1 - Truth and Reconciliation

We will work with our Indigenous communities to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Year 1 and 2 Goals

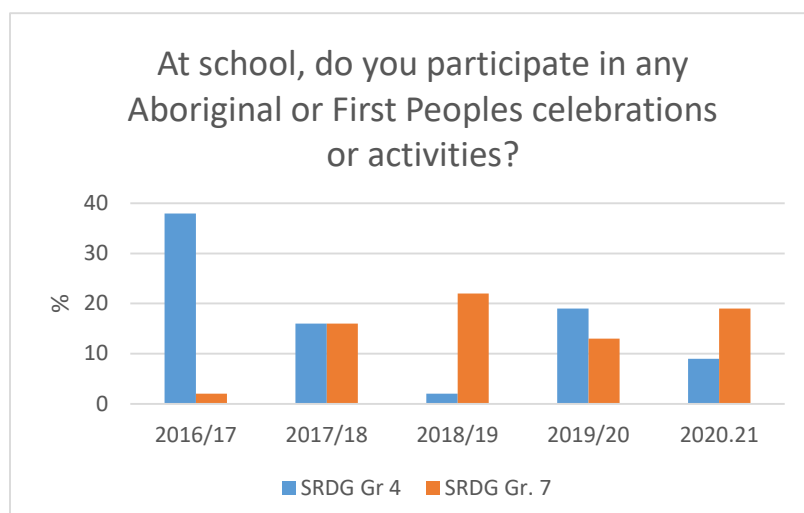
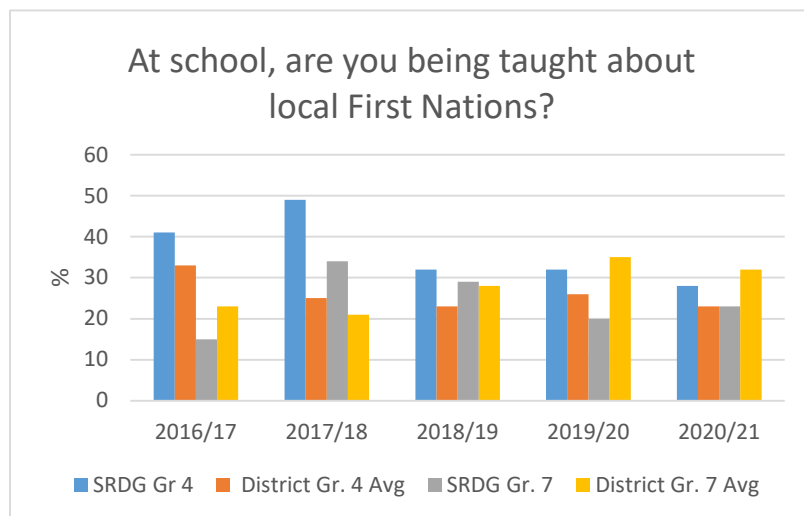
1. Create a systems approach to ensure staff and students know and understand the TRC Calls to Action as they relate to education
2. To indigenize the learning resources used at Southridge.

Strategies

1. Explicit teaching of indigenous curricular competencies (First Peoples Principles of Learning)
2. Host a grade 7 leaving Balhat
3. Support Land based learning opportunities
4. Provide ongoing opportunities to share the Dakelh language within our school community
5. Student led morning announcements that utilize Dakelh Language
6. Purchase culturally appropriate resources and eliminate those that are not
7. Create a knowledge base of indigenous resources available for each grade.

Success Measures

- 1) Grade 4 and 7 learning surveys
- 2) Student engagement in Truth and Reconciliation activities
- 3) All Learning resources will be purchased based on their alignment with Truth and Reconciliation, Equity of Access, Wellness or Learning.



Yoh Dune Soo 'uhint'oh-a: Neti Ts'ut'oo

Pit House of Wellness: Braiding (weaving) our Paths

This pit house is based on an aerial schematic of a pit house design. It will guide us in our work to stay connected, balanced, and help us to continue on our learning journey.

Khui | Winter | Yask'eh

Spiritual/Cultural/Story/Connectedness

- Dakelh Language embedded everyday – primary classes, announcements, greetings, land acknowledgements
 - Lheidli Tenneh student led Land Acknowledgements for assemblies, ceremonies, & events
 - ILTG Grants focused on Culture and Language
 - Identify Nations of all indigenous learners
 - Learning Potlaches – intermediates
 - After school s (enhancing connections)

'oluh | Spring | Whutunek'ah
Mental/Intellectual Growth

- Learning Balhats – Intermediates
- Dakelh Life Long learning model
- Dakelh Language program – 6 weeks
- Explicit teaching of indigenous curricular competencies
- Creating scaffolding of resources available to teachers at each grade level

Dak'et | Fall | Udontl'oh

Physical/Land/Environmental Growth

- Ancient Forest – Elders & IEW native plants/land use
- Exploring land/trails – snowshoeing, hiking, outdoor education
 - Take Me Outside

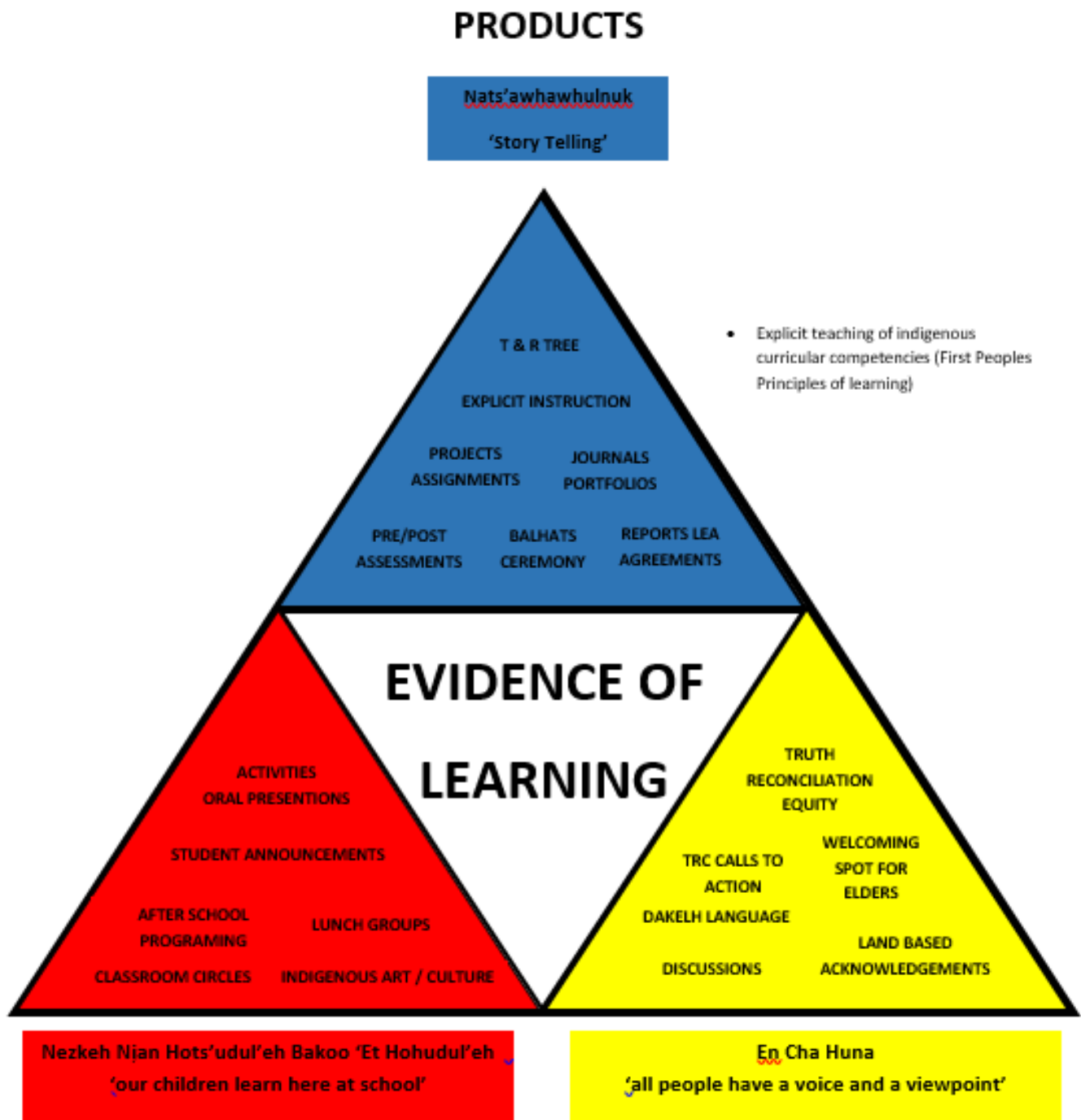
Shen | Summer | Ut'onle

Social Emotional/Relationship Growth

- Primary Indigenous Day of Learning
- KAIROS Blanket Exercise Staff – impact of colonization on indigenous peoples
 - Truth and Reconciliation assemblies & lessons
 - Remembrance Day presentations on Veterans
 - IEW connection to families
 - SEL space created 'Uni-Dezghel-a' - a place where the mind is calm
- Welcome area / supplies for Elders / Community on arrival to school.

Indigenous Education

Evidence based Assessment



OBSERVATIONS

CONVERSATIONS

QUANTITATIVE ASSESSMENT

- K's – Cowichan Valley Early Success Screen – Early Learning Profile (Okanagan)
- Gr.1-4 English (PM Benchmarks) & Heggerty Phonemic Awareness
- Gr.5-7 (BC Performance Standards & RFI & Middle Years Development Instrument)
- Gr.4 & 7 - Student Learning Survey
- Student and parent survey
- Student engagement in Truth and Reconciliation activities

Direction 2 - Equity of Access or Diverse Learner Support

Year 1 and 2 Goals

1. Establish a collaboration model to ensure students have access to quality educational opportunities.
2. Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.

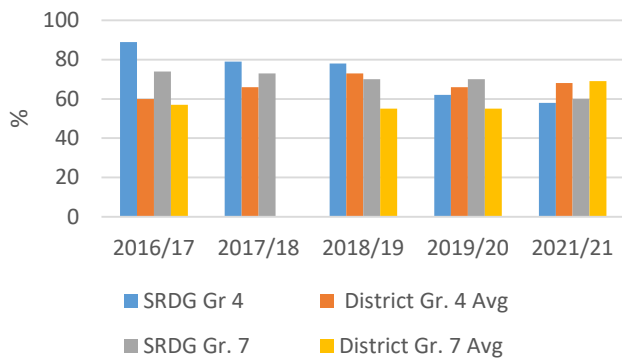
Strategies

- Collaboration team meeting to review student progress
- Enhance and develop staff ability to use and assess with Heggerty
- Continue to develop common assessment language in the primary and intermediate classes.
- Establish afternoon collaboration of staff discussing and working on reviewing plans to support individual student success.
- School Based Team Meetings
- Extended School Based team meeting
- Collaboration with Inclusive Education Support Services
- Trauma informed practice

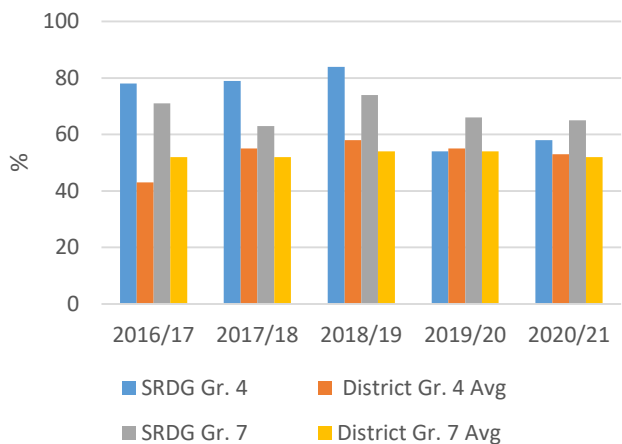
Success Measures

- Grade 4 and 7 student learning surveys
- Collaboration team review

At school, are you able to get the information and advice that you need (for example, from teachers or counsellors)?



At school, are you able to get extra help when needed??



DIVERSE LEARNERS SUPPORT

Evidence Based Assessment

PRODUCTS

'Uni Dezgheh-a
'a place where the mind is calm'



Nezkeh Njan Hots'udul'eh Bakoo 'Et Hohudul'eh
'our children learn here at school'

En Cha Huna
'all people have a voice and a viewpoint'

OBSERVATIONS

CONVERSATIONS

QUANTITATIVE ASSESSMENT (DATA)

Behaviour Logs

Safety/Support/IEP Plans

Academic Benchmarks/Assessments to Identify/Implement appropriate strategies to Bridge Gaps

Pre and Post PM Assessments – Reading for Information – Performance Standards

Heggerty Phonemic awareness

Direction 3 - Wellness

We believe that in order for student to learn, they need culturally safe, caring, inclusive learning communities. As our world moves out of a pandemic, now more than ever we need to emphasis the support for mental health, physical health and overall well-being of our students, staff and families.

Year 1 and 2 Goals

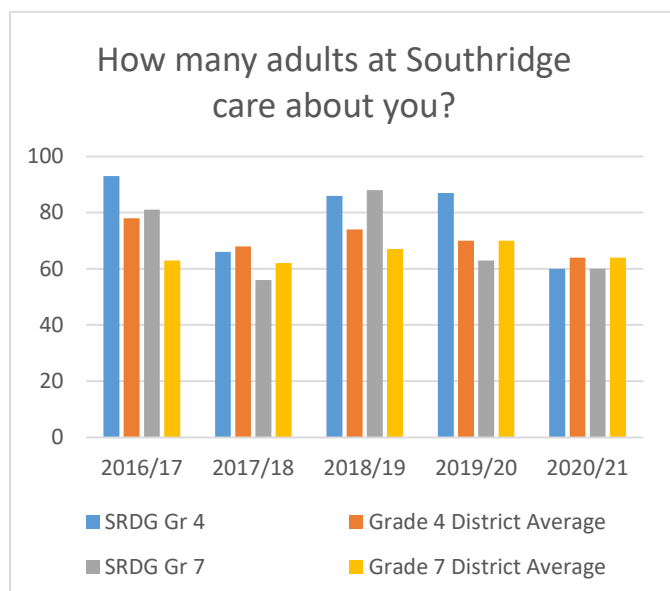
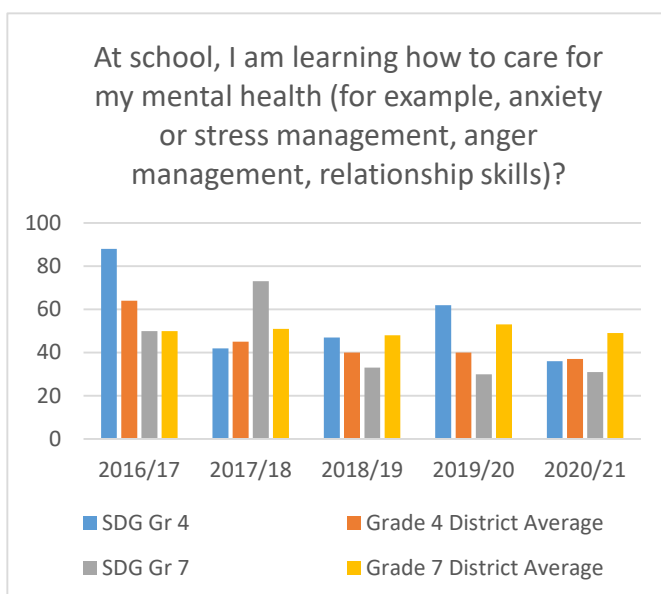
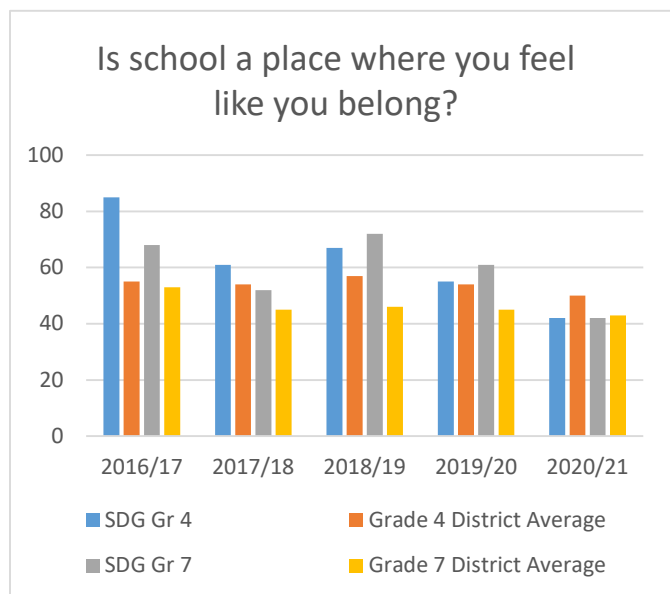
1. Continuing to enhance our systems approach to support equity, diversity, inclusion and belonging
2. Continue to implement a soft landing approach

Strategies

- School wide teaching of Brain Function, Zones of Regulation and mindfulness / regulation strategies
- Develop and enhance students’ mental health awareness and strategies
- Support the student SOGI community.
- Counsellors / Indigenous Education worker and Youth Care worker yearlong mental wellness plan

Success Measures:

- Use Student Learning Survey in Grades 4 and 7 to identify the growth in student being able to use Coping and mental health strategies.
- Student survey of support or Zones of regulations and mindfulness
- In 2021 - 2022, we expect to see a 10% increase in students feeling like they belong.
- We will also be looking for in increase in students knowing that at least 2 adults care about them and they have systems for support.
- Our overall measure of success will be students feeling safe at school. We expect a 10% increase in all students feeling safe at the end of this implementation plan in 2022.



Direction 4 - Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Year 1 and 2 Goals

1. Increase literacy, numeracy rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
2. Enhance learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity)

Strategies

- ♦ Create opportunities for staff to collaborate and look at data and plan accordingly based on results
- ♦ Support continued work on looking for evidence of learning in multiple ways
- ♦ Annual Class reviews
- ♦ Review resources for both literacy and numeracy in all schools to ensure current and culturally responsive resources are being used with students.
- ♦ Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy

Success Measures

FSA grades 4 and 7

PM Benchmark for grades 1 thru 4

Heggerty assessment – grades K thru 4

Cowichan Valley Early Success Screen – Early Learning Profile (Okanagan)

Grade 5 thru 7 Reading for Information

SNAP Math assessment

