

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

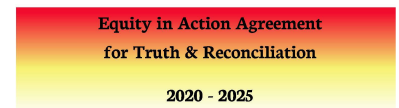
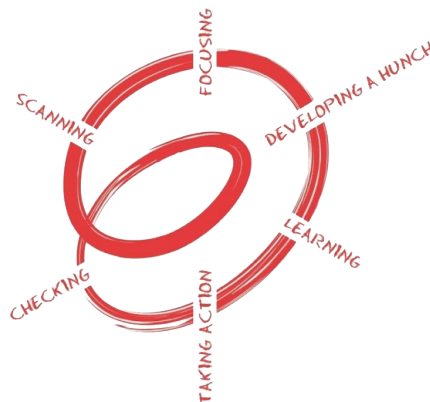
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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 - Siglow Excellence
Shelton Lusk / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Canyon Falls Middle School
School Year: 2023-2024
School Level: Middle School
School Type: English
Family of Schools: Lake Country/Mission Family of Schools
Overall School Population: 740
Student Population Indigenous: 61
Student Population, Children in Care: 0
Student Population, SPED: 108
Student Population, ELL: 22

Principal: Sarah Watson
Vice Principal: Carson Tonn
Grade:
 Gr. 6
 Gr. 7
 Gr. 8
Number of Administrators: 2
Number of School-Based Teachers: 41
Number of School-Based Support Staff: 17

School Learning Story

Background:

OUR LEARNING JOURNEY

Canyon Falls Middle School believes "learning is a continuous process of acquiring knowledge, skills, and perspectives through active engagement, exploration, and self-reflection. It moves beyond traditional grading and involves academic and practical skills, creative and critical thinking, new experiences, making mistakes, and sharing knowledge. The ultimate goal is for each student to experience personal growth and be prepared for the future".

OUR VALUES

At CMS,

- we value a positive school culture that fosters belonging and social-emotional wellness;
- we value authentic learning that honours diverse perspectives and puts students at the centre;
- we value flexible, meaningful learning experiences designed with research in mind.

OUR VISION: Together We Rise

We are in year two of a multi-year inquiry cycle around our learning priorities of learner agency, metacognition/reflective thinking and the foundational skills of numeracy and literacy.

OUR HISTORY

Located on the unceded Traditional Territory of the Okanagan Sylix People, Canyon Falls Middle School opened in September, 2019 as a multi-grade community school serving students in Grades 6-8 in the Mission area. Perched in the hills of Upper Mission, approximately 740 students enjoy this modern facility designed to provide flexible learning environments to ensure each student thrives. Prior to settlers arriving, the Sylix people used this area as sacred hunting grounds. Elder Rose, who has partnered with our school, tells stories of the Okanagan peoples fishing in the great creek nearby and even conducting controlled burns to ensure the land would regenerate as it should.

Before the school opened, through a deep process of inquiry, Administration worked alongside incoming learners, families, community, neighbouring schools, and staff to develop a shared vision and hope for what Canyon Falls could be. There was a united enthusiasm to create something special where students learn deeply and flourish each and every day. Those initial patterns combined with powerful learning principles like OECD Principles of Learning, First Peoples Principles of Learning, and World Innovation Summit for Education Characteristics of Effective Middle Schools continue to be a foundation upon which we design our learning environments so that learners and their families are always at the centre of our decisions.

We are the home of the Phoenix and "Together We Rise"! In 2003, The Okanagan Mountain Park Fire devastated the land upon which we are honoured to learn. Many of our community members and our staff were impacted by that fire. In co-constructing our vision and mascot through an inclusive, multi-year inquiry process, the school community found a strong connection to the story of the Phoenix rising out of the ashes. Associated with the sun, the Phoenix obtains new life by arising from the ashes of its predecessor. Therefore, the Phoenix is a symbol of rebirth from the ashes of the past. The Phoenix represents transformation, strength and renewal. It represents something new that has been born from something that has been destroyed. Our mascot and vision pay homage to our local history; they represent our determination, our renewal and the future we are striving for. In the 2022-2023 school, we co-constructed our school values as seen above which became synthesized in our vision statement "Together We Rise".

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.**

Prior to the 2022-2023 school year, scans consisted of hunching as a staff and our school community to understand the current state of learning at CMS and determine potential areas of strength and growth. We gathered, triangulated, and analyzed a wide variety of student achievement data including empathy interviews, pedagogical documentation, student/parent/teacher learning surveys, Foundational Skills Assessment, transition data, and Learning Updates. Three school priorities emerged: Learner Agency, Metacognition/Reflective Thinking, and Numerical Thinking.

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

School Community Student Learning Plan

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Questions were co-developed in alignment in alignment with Shane Safir's Street Data book and Judy Halbert and Linda Kaiser's Spirals of Inquiry book. Questions have continued to evolve as we learn more and better understand the questions that will provide us with the most important information. Teachers, administration and district staff interviewed a diverse range of students across multiple communities and grades.	There was a clear pattern of belonging and safety amongst the learners. Learners really enjoy being at CMS and want to come to school. There is pride in their community and a strong sense of identity ("I am a Bald Eagle"). Learners also appreciated the opportunity to learn in different ways and demonstrate their learning in different ways. Students clearly saw that they were improving in core and curricular competencies. An area of growth that we would like to focus on is strengthening students' ability to reflect on their learning, set and work towards goals. Trends showed us that students are beginning to understand themselves as learners but require support on ways to help them understand their own growth areas and their next steps in learning. Authenticity and relevancy of learning tasks was also identified as an area to strengthen.
Pedagogical documentation	Artifacts, conversations and observations were collected/documented across communities both by teachers and administration. This street data was discussed, patterned and analyzed in teams.	Documentation showed clear evidence of learners being grouped in diverse ways and a strong culture of collaboration amongst all learners (adults and students). A focus on competencies was clearly evident in the tasks learners were engaged in. There is a purposeful shift in the learning core for students to be agents of their own learning through inquiry based, interdisciplinary learning.
Student Learning Surveys	154 learners answered four questions related to our priorities.	Again, a strong sense of belonging was evident across the surveys. Students are strongly connected to the school and each other. However, having recently emerged from a pandemic, a focus on social emotional well-being emerged as clear directions. An area of strength was that students recognized they have opportunities to construct and demonstrate their learning in different ways. Developing core/curricular competencies was a strength.
Other	64 parents answered four questions related to our priorities.	Parents were overall very happy with the learning taking place at CMS. They communicated that their children enjoyed school and felt safe and valued. Parents want their children to be happy, healthy and be connected to peers. These are priorities for parents and although a strength for us, we want to continue to foster student happiness, voice and belonging. Parents can also see how their children are developing in core competencies but they are also concerned about the transition to high school and if their child will be ready. Numeracy is a particular concern for parents.

School Community Student Learning Plan

Type of Student Learning Evidence	Short Description	Further Details
Student achievement data	Fall Foundation Skills Assessment	At the end of October, 71.8% of our students were on track or extending in literacy and 52.1% were on track or extending in numeracy.

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?):

Evidence collected prior to the 2023-2024 school year and continuing supports a focus on Learner Agency. Evidence showed that our learners were strongly connected to school and each other and they (and their parents) saw that they were improving in core and curricular competencies. Students felt valued, heard and safe. There was also much evidence that students valued learning that allowed them to construct their own understanding in different ways. They also recognized that they were able to demonstrate their own knowledge and understanding in ways that were best suited to them as a learner and to the learning that occurred.

Student Learning Goal 1:

Learner Agency: All learners will feel a strong sense of identity, belonging, mastery and efficacy.

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](#):

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
- 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
 - 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

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. 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	Empathy interviews conducted again specifically around Safir's agency framework and foundational skills. Empathy Interviews with Grade 9 students at OKM to determine how they transitioned to high school.	During our empathy interviews, we will ensure that our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan. Additionally, our Indigenous Advocate, Resource Teacher, and Learning Assistance Teachers will be part of this process alongside the classroom teachers. We will look at the data as a whole as well look at the patterns and trends emerging from each of the groups of students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Pedagogical Documentation that collects evidence around the learning core to see if the tasks designed empower learner agency. Educators will observe and document the role of the learner, educator, resources/physical environment and the design of the curriculum. Evidence for artifacts like lesson plans, unit plans and/or individual task designs. Sample student products connected to those designs will be helpful to gather data around what was designed to what was then produced by students.	We will ensure that we document the learning in a whole community or across communities so that our data set represents our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Learning updates often include student voice and evidence of their self-assessment of the core competencies. In addition, portfolios, learner-led conferences and presentations of learning provide artifacts.	We will ensure that our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan. Additionally, our Indigenous Advocate, Resource Teacher, and Learning Assistance Teachers will be part of this process alongside the classroom teachers. We will look at the data as a whole as well look at the patterns and trends emerging from each of the groups of students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Achievement data on foundational skills on Learning Updates as this can provide evidence towards mastery and efficacy.	We will be looking at all learners across our school and this will ensure our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Surveys and Fall Foundation Skills Assessment as these both can provide evidence towards mastery and efficacy.	As this survey and assessment is administered to all grade 7 students at CMS, we will be able to look at this data as a representation of our school population. This set of data provides us with a large sample and is inclusive of all learners at that grade.

Taking Action and Learning

Leading Professional Learning:

OECD Schools + Network

CMS is a school participant in this network since the beginning of the 2023-2024 school year. OECD Schools+ Network brings together major education networks to put schools at the centre of education design. As a participant of this network, we unite with educators around the world to

1. foster exchange to provide a space for education networks to learn with and from each other on the leading practices to support schools;
2. drive structured learning and innovation to advance schools' knowledge by identifying grassroots innovations and facilitating co-creation and evidence generation on common pressing challenges;
3. inform policy to leverage schools' innovations and expertise to better inform education policy across countries.

We are just completing year one of a two year commitment with this network. Our thematic focus is cognitive engagement.

Lake Country/Mission Community of Practice K-12

We are in year two of learning alongside other educators across Lake Country/Mission educators K-12 in order to empower transformative change. We have been using this continued learning to take action around our priority of learner agency.

Community of Practice with Shane Safir

In the 2022-2023 school year, we were involved in a community of practice along with other schools in the Lake Country/Mission area. With other educators across the province, we were engaged in a learning series with Shane Safir around the following equity challenge: How will we use street data and the equity transformation cycle to better understand what is going on for all of our learners, especially those at that margins, in order to empower transformative change at a system level? We specifically wanted to address how we will continue to intentionally design learning environments that empower learner agency. We have continued to use street data and the equity transformative cycle to better understand the experiences of our learners.

The Successful Middle School: This We Believe by Penny A. Bishop, and Lisa M. Harrison

Professional Learning with staff, PAC, and other Middle School Administrators based on The Successful Middle School book

School Community Student Learning Plan

School Level Strategies and Structures:

School Curricular Leadership Team

Fifteen teachers meet at least once a month to learn together and lead learning across our school. The leaders regrouped themselves into three inquiry groups that connect to our three priorities.

Implementation of community collaboration time with our support team

We have embedded collaborative time into our schedule to provide teams the opportunity to co-plan, co-teach, co-assess, co-learn.

Implementation of cross-community collaboration time

Designed and implemented P3 (People, Pizza and Professional Conversations) to support collaboration and learning across the school. We adjusted our school calendar for next year to create Phoenix Days where cross-school/community learning can occur.

Staff Meetings

Shared leadership and facilitation at staff meetings empowers teachers to learn with and from each other. Every staff meeting is focused on learning and begins with a personal land acknowledgement and community highlight of learning. We have also embedded in every staff meeting a learning sequence designed and facilitated by staff alongside district staff with a focus on building an inclusive culture at CMS.

Indigenizing Curriculum through collaboration between Indigenous Advocate, Librarian, Community Teachers

We have a strong culture of co-planning and co-teaching that exists between our Indigenous Advocate, Librarian and teachers in our commitment to embed Truth and Reconciliation in teaching and learning K-12. Partnership with Elder Rose is fostered on an ongoing basis. The Gathering Room is a central space in our school.

Look at Learning

Each week, learning that focuses on powerful learning principles, is documented and synthesized into a look at learning infographic that is published in our Week At A Glance (parent and staff), PAC social media, CMS website, and on our TV reader boards.

Inclusive Learning Spaces

Communities, Gathering Room, Zen Den, Learning Commons, and the Learning Support Room provide additional spaces for students to feel safe and a sense of belonging.

Enrichment

Each week, our learners re-group around a self-selected passion to learn deeply alongside other learners both in and outside of the school. Strong community partnerships have been fostered.

Rise Slips

Students are recognized with a rise slip when they demonstrate the values of our vision statement "Together We Rise": respect, inclusion, success and empowerment.

Shared and supported definition of learning

Co-constructed a definition of learning with students and staff for coherence and alignment.

CMS Frequently Asked Questions

Co-constructed with staff and parents to clarify underlying learning principles and research upon which our school is based.

Classroom-level Instructional Strategies:

Implementation of community collaboration time with our support team

As mentioned above, we have embedded community collaboration time in order to facilitate co-planning, co-teaching and co-reflecting.

Pedagogies of Agency and Inclusion

Implementation of evidence-based promising practices and routines in order to create the conditions for agency and inclusion.

Cross community and cross school co-teaching

Some of our school level structures as well as our community of practice have afforded us the opportunities to co-plan, co-teach, and co-assess with another community and with some of our elementary schools.

School Community Student Learning Plan

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	As we prioritize learner agency, we want each learner to thrive! We have been building a network of collaborative professionalism both within the school and across schools in our family. This structure is supporting our focus on the intentional design of learning.
District Strategic Plan - Transformative Leadership	Our community of practice has connected our family of schools in an inclusive culture of trust, inquiry, innovation, and exploration. We began by creating a shared understanding of transformative change around powerful teaching and learning. We are engaging in professional learning to enable us to respond to the needs of our community.
Equity in Action Agreement – Learning Environment (School Culture)	Our Gathering Room is a central space in our school. Many of our learners feel safe and connected to this space.
Equity in Action Agreement – Pedagogical Core	Partnerships between our Indigenous Advocate, Eder Rose, our Librarian and teachers are an important part of our culture in order to ensure Indigenous worldviews are embedded in our school culture and classrooms.
District Strategic Plan - Family & Community Engagement	Many enrichment options involve partnering with community members with learning occurring both inside and outside of the school.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Additional Curricular Leaders (10)	30000.00
Professional Learning	TTOC costs for collaboration both within and across communities	5000.00
Professional Learning	Presenters	1000.00
Staffing, Supplies	Meeting supplies	1000.00

Checking for Impact

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

Evidence continues to show strengths in all areas of learner agency: belonging, identity, mastery, and efficacy. There are clear patterns that our learners are strongly connected to the school and to each other. They enjoy collaborating with peers and they feel respected, valued and a strong sense of belonging and safety. They can identify actions that adults do to make them feel safe and connected and the conditions that bring them joy in their learning. Student Learning surveys indicated that 88% of our students can name at least two people at CMS who believe they can be a success in life. 85% said they respect people who are different for themselves most/all of the time. The Gathering Room is seen as central to our school and models inclusivity and respect for all identities and culture. Embedding Indigenous ways of knowing and being are valued by staff and students. When it came to mastery, students overwhelmingly communicated that they can construct understanding in different ways and appreciate being able to demonstrate their understanding in diverse ways. Educators providing opportunities for students to demonstrate their understanding in ways that best suit them helped them feel valued and have a strong sense of identity. Students see themselves improving in core and curricular competencies and they clearly articulated that they want to be challenged in their learning and they are motivated to improve. Data from interviews with Grade 9 OKM students revealed students appreciate being able to demonstrate their understanding in multiple ways and students gave lots of examples of voice and choice from previous learning experiences at CMS. Students strongly communicated the value in learning in community and the sense of belonging that was fostered at CMS. In addition, their understanding of the importance of competencies was sophisticated.

Recommendations for next steps for this School Student Learning Priority:

Although noted as areas of strength, we want to continue to foster a strong sense of belonging and identity. We will continue with our learning in staff meetings to strengthen our inclusive culture. We will continue to design learning opportunities that strengthen our community's diverse identity like the Where I am From that occurred this year. Continuing to design learning that allows for students to construct and demonstrate understanding in ways that respect who they are strengthens their sense of belonging and identity. Continued use of the Pedagogies for Agency and Inclusion is a priority as it provides us with a tangible tool for moving the learning forward on this priority. We want to deepen our capacity to have students engage in learning that matters to them and makes a real difference to them and in the world. Our participation in the OECD Schools+ Network focused on cognitive engagement will help support us in those next steps. We submitted five proposals to be case studies for the network and, if accepted, will afford us the opportunity to work with each other and educators around the world to develop our capacity and expertise as well as generate evidence on what truly has an impact on students' cognitive engagement.

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?):

The second area that emerged as an area of focus was a need to strengthen students' metacognition/reflection skills. They often, but not always, recognized the importance of knowing themselves as learners, where they are at in their learning and the next steps in their learning. They sometimes set goals but did not necessarily know the steps to meet those goals. They often spoke about their portfolios but did not necessarily always see the connection between their portfolios and their learning. It also became apparent that each community had very different ways they embedded reflection/metacognition into community routines.

Student Learning Goal 2:

Learner Reflection/Metacognition: All learners will recognize their own authentic process of learning, who they are as learners, identify their strengths and passions, set goals, and be able to determine the next steps in their learning.

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

School Community Student Learning Plan

Core Competencies

- Communication
 - Connect and engage with others
 - Acquire interpret, and present information
 - Explain/recount and reflect on experience and accomplishments
- Creative Thinking
 - Developing ideas
- Critical Thinking
 - Analyse and critique
 - Question and investigate
 - Develop and design
- Positive and Personal Cultural Identity
 - Personal strengths and abilities
- Personal Awareness and Responsibility
 - Self-determination
 - Explain/recount and reflect on experience and accomplishments
- Social Awareness and Responsibility
 - Contributing to community and caring for the environment

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

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. 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	Empathy interviews conducted again specifically around Safir's agency framework and foundational skills. Empathy Interviews with Grade 9 students at OKM to determine how they transitioned to high school.	During our empathy interviews, we will ensure that our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan. Additionally, our Indigenous Advocate, Resource Teacher, and Learning Assistance Teachers will be part of this process alongside the classroom teachers. We will look at the data as a whole as well look at the patterns and trends emerging from each of the groups of students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Pedagogical Documentation that collects evidence around reflection and metacognition. We can extract specific evidence around this priority when conducting the same pedagogical documentation for learner agency.	We will ensure that we document the learning in a whole community or across communities so that our data set represents our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Learning updates often include student voice and reflection on their learning that term. In addition, learning updates have evidence of their self-assessment of the core competencies. Many communities have incorporated weekly emails from students to their parents reflecting on their learning that week and setting goals and next steps.	We will ensure that our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Evidence from artifacts like portfolios, presentations of learning, celebrations of learning, and learner-led conferences.	We will ensure that our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Surveys	As this survey is administered to all grade 7 students at CMS, we will be able to look at this data as a representation of our school population. This set of data provides us with a large sample and is inclusive of all learners at that grade.

Taking Action and Learning

Leading Professional Learning:

Co-constructing Understanding of Metacognition/Reflective Thinking

Our professional learning began by co-constructing our understanding around what it means to be reflective/metacognitive and what success would look like by looking at artifacts and research.

OECD Schools + Network

CMS is a school participant in this network since the beginning of the 2023-2024 school year. OECD Schools+ Network brings together major education networks to put schools at the centre of education design. As a participant of this network, we unite with educators around the world to

1. foster exchange to provide a space for education networks to learn with and from each other on the leading practices to support schools;
2. drive structured learning & innovation to advance schools' knowledge by identifying grassroots innovations and facilitating co-creation and evidence generation on common pressing challenges;
3. inform policy to leverage schools' innovations and expertise to better inform education policy across countries.

We are just completing year one of a multi-year commitment with this network. Our thematic focus is cognitive engagement.

Lake Country/Mission Community of Practice K-12

We are in year two of learning alongside other educators across Lake Country/Mission educators K-12 in order to empower transformative change. We have been using this continued learning to take action around our priority of metacognition/reflective thinking.

Community of Practice with Shane Safir

In the 2022-2023 school year, we were involved in a community of practice along with other schools in the Lake Country/Mission area. With other educators across the province, we were engaged in a learning series with Shane Safir around the following equity challenge: How will we use street data and the equity transformation cycle to better understand what is going on for all of our learners, especially those at that margins, in order to empower transformative change at a system level? We have continued to use street data and the equity transformation cycle to better understand the experiences of our learners.

The Successful Middle School: This We Believe by Penny A. Bishop, and Lisa M. Harrison

Professional Learning with staff, PAC, and other Middle School Administrators based on The Successful Middle School book

School Community Student Learning Plan

School Level Strategies and Structures:

School Curricular Leadership Team

Fifteen teachers meet at least once a month to learn together and lead learning across our school. The leaders regrouped themselves into three inquiry groups that connect to our three priorities.

Implementation of community collaboration time with our support team

We have embedded collaborative time in our schedule to provide teams the opportunity to co-plan, co-teach, co-assess, co-learn.

Implementation of cross-community collaboration time

Designed and implemented P3 (People, Pizza and Professional Conversations) to support collaboration and learning across the school. We adjusted our school calendar for next year to create Phoenix Days where cross-school/community learning can occur.

Staff Meetings

Shared leadership and facilitation at staff meetings empowers teachers to learn with and from each other. Every staff meeting is focused on learning and begins with a personal land acknowledgement and community highlight of learning.

Indigenizing Curriculum through collaboration between Indigenous Advocate, Librarian, Community Teachers

We have a strong culture of co-planning and co-teaching that exists between our Indigenous Advocate, Librarian and teachers in our commitment to embed Truth and Reconciliation in teaching and learning K-12. Partnership with Elder Rose is fostered on an ongoing basis.

Look at Learning

Each week, learning that focuses on powerful learning principles, is documented and synthesized into a look at learning infographic that is published in our Week At A Glance (parent and staff), PAC social media, CMS website, and on our TV reader boards.

Enrichment

Each week, our learners re-group around a self-selected passion to learn deeply alongside other learners both in and outside of the school. Strong community partnerships have been fostered.

Rise Slips

Students are recognized with a rise slip when they demonstrate the values of our vision statement "Together We Rise": respect, inclusion, success and empowerment.

Shared and supported definition of Learning

Co-constructed a definition of learning with students and staff for coherence and alignment.

CMS Frequently Asked Questions

Co-constructed with staff and parents to clarify underlying learning principles and research upon which our school is based.

School Community Student Learning Plan

Classroom-level Instructional Strategies:

Learner Portfolios

Learners across the school create learning portfolios that archive their learning from Grade 6-8. Students reflect on the core competencies and identify strengths and growth areas.

Student Reflective Emails

Students in many communities email their family at the end of each week reflecting on their learning that week and next steps. Families are encouraged to respond to their child and prompt them for even deeper reflection.

Learning Updates

Many communities incorporate student voice in learning updates. Students reflect on themselves as learners, identify strengths, set goals, and outline steps to reach those goals.

Learner Led Conferences

Learner-led conferences occur twice a year for all students and are an interactive experience where learners lead their families through learning experiences, share their successes, and collaboratively set goals.

Presentations of Learning

All students participate in year end presentations of learning. Similar in structure to learner-led conferences, these presentations are interactive and involve learners sharing highlights of their learning with their families, reflect on growth over the year, and the skills and competencies they have developed. Often there is a demonstration of learning linked to core competencies.

Celebrations of Learning

Families, staff, community and peers are invited in routinely for community sharing of learning that allows learners, at the culmination of an inquiry unit, to share and celebrate their learning with others.

Pedagogies of Agency and Inclusion

Implementation of evidence-based promising practices and routines in order to create the conditions for agency and inclusion.

Implementation of community collaboration time with our support team

We have embedded community collaboration time in order to facilitate co-planning, co-teaching and co-reflecting.

Cross-community and cross-school co-teaching

Some of our school level structures as well as our community of practice have afforded us the opportunities to co-plan, co-teach, and co-assess with another community and with some of our elementary schools.

School Community Student Learning Plan

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	As we prioritize learner agency and specifically reflection/metacognition, we want each learner to thrive. We have been building a network of collaborative professionalism within the school to improve our portfolios, communication with families, learner-led conferences, and year-end presentations of learning.
District Strategic Plan - Transformative Leadership	Our community of practice has connected our family of schools in an inclusive culture of trust, inquiry, innovation, and exploration. We began by creating a shared understanding of transformative change around powerful teaching and learning. We are engaging in professional learning to enable us to respond to the needs of our community.
Equity in Action Agreement – Pedagogical Core	Partnerships between our Indigenous Advocate, Elder Rose, our Librarian and teachers are an important part of our culture in order to ensure Indigenous worldviews are embedded in our school culture and classrooms.
District Strategic Plan - Family & Community Engagement	Portfolios, conferences, student reflective emails, presentations/celebrations of learning provide opportunities for families to engage as partners alongside the school, to support their child's education and growth. Many enrichment options involve partnering with community members with learning occurring both inside and outside of the school.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Additional Curricular Leaders	30000.00
Professional Learning	TTOC costs for collaboration both within and across communities	5000.00
Staffing, Supplies	Meeting supplies	1000.00

Checking for Impact

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

Empathy interviews continue to demonstrate that students have multiple opportunities to reflect and be metacognitive. They understand the importance of understanding themselves as learners and feel empowered to set goals. Students could openly talk about their portfolios regardless of the community they were in. Empathy interviews from Grade 9 students who had transitioned from CMS to OKM in comparison to Grade 12 students who had not transitioned from CMS demonstrated some interesting trends. OKM Staff and the ILT who led the interviews found that Gr. 9 language around reflection, goal setting, and core competencies was more sophisticated than grade 12s ("I am proud of...", "I can improve in...", "What motivates me is...", "I had to work hard when..."). Students communicated utilizing advanced metacognitive tools like vision boards. The introduction of weekly learning emails from students to their parents provided strong evidence to support students are able to reflect on their thinking and determine areas of strength and areas for growth. Most know themselves as learners. We feel this evidence demonstrates that we have begun to make an impact on this priority.

Recommendations for next steps for this School Student Learning Priority:

We want to continue to work on strengthening our use of portfolios and create better alignment with our previously constructed criteria for a quality portfolio. Although the introduction of weekly emails improved communication with families, we also want to leverage our portfolios. We have feedback from parents that they want to be better able to support their child in their learning. We re-designed our presentations of learning last year to deepen students' reflection around core competencies and who they are as learners. That re-design included specific metacognitive tasks for Grade 8s as they exit CMS. We will continue to improve that process this year.

On an ongoing basis, we want to continue to deepen our ability to have students continually reflect on how they are doing and collect evidence on how they are developing their competencies. We have also determined that we can purposely help students in that reflection process to link back not only to the core competencies but also to the learning standards and big ideas of the curriculum. This will hopefully support learners in understanding the relevancy of their learning and determining the next steps.

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?):

As our team examined evidence from parent surveys and foundational skills, there was a recognition of typical anxiousness around transitioning to high school, particularly when it came to numeracy. Teachers had invested significant time in learning how to best improve students' numerical thinking through conferences and working alongside the Instructional Leadership Team. They too want to ensure that when students transition to high school they had the skills and competencies to be successful, particularly in the foundational skill of numeracy.

Student Learning Goal 3:

Numerical Thinking: Continue to develop each learner's numerical thinking to explore, analyze and understand problems in fluent and flexible ways.

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
 - Analyze and critique
 - Question and investigate
 - Develop and design
- Positive and Personal Cultural Identity
 - Personal strengths and abilities
- Personal Awareness and Responsibility
 - Self-determination
 - Explain/recount and reflect on experience and accomplishments

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

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. 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	Empathy interviews with specific questions around their numerical thinking and their confidence in numeracy.	During our empathy interviews, we will ensure that our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan. Additionally, our Indigenous Advocate, Resource Teacher, and Learning Assistance Teachers will be part of this process alongside the classroom teachers. We will look at the data as a whole as well as look at the patterns and trends emerging from each of the groups of students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy Interviews with Grade 9 students at OKM to determine how they transitioned to high school and in particular.	Ensure we work with OKM staff and Administration to include Indigenous learners and during our empathy interviews, we will ensure that our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Achievement data on foundational skills on Learning Updates	We will be looking at all learners across our school and at OKM and this will ensure our data set includes learners that represent our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Fall Foundation Skills Assessment	As this survey and assessment is administered to all grade 7 students at CMS, we will be able to look at this data as a representation of our school population. This set of data provides us with a large sample and is inclusive of all learners at that grade.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Pedagogical Documentation of numerical learning tasks	We will ensure that we document the learning in a whole community or across communities so that our data set represents our whole school population including our Indigenous learners and students who are on a Ministry Individual Education Plan.

Taking Action and Learning

Leading Professional Learning:

District Numeracy Assessment Team

One of our teachers has been a member of this team co-developing a K-9 numeracy assessment for the District. CMS will be piloting this assessment next year.

OECD Schools + Network

CMS is a school participant in this network since the beginning of the 2023-2024 school year. OECD Schools+ Network brings together major education networks to put schools at the centre of education design. As a participant of this network, we unite with educators around the world to

1. foster exchange to provide a space for education networks to learn with and from each other on the leading practices to support schools;
2. drive structured learning & innovation to advance schools' knowledge by identifying grassroots innovations and facilitating co-creation and evidence generation on common pressing challenges;
3. inform policy to leverage schools' innovations and expertise to better inform education policy across countries.

We are just completing year one of a multi-year commitment with this network. Our thematic focus is cognitive engagement.

Lake Country/Mission Community of Practice K-12

We are in year two of learning alongside other educators across Lake Country/Mission educators K-12 in order to empower transformative change. We have been using this continued learning to take action around our priority of numerical thinking.

Community of Practice with Shane Safir

In the 2022-2023 school year, we were involved in a community of practice along with other schools in the Lake Country/Mission area. With other educators across the province, we were engaged in a learning series with Shane Safir around the following equity challenge: How will we use street data and the equity transformation cycle to better understand what is going on for all of our learners, especially those at that margins, in order to empower transformative change at a system level? We have continued to use street data and the equity transformation cycle to better understand the experiences of our learners.

The Successful Middle School: This We Believe by Penny A. Bishop, and Lisa M. Harrison

Professional Learning with staff, PAC, and other Middle School Administrators based on The Successful Middle School book

District Learning and Collaboration

We have a team of teacher leaders who have been engaging in professional learning around how to best develop each learner's numerical thinking for some time with district staff and colleagues both within and across schools. They continue to work and learn in a co-plan, co-teach, co-reflect cycle of learning as well as attending yearly provincial learning on professional development days.

School Level Strategies and Structures:

School Curricular Leadership Team

Fifteen teachers meet at least once a month to learn together and lead learning across our school. The leaders regrouped themselves into three inquiry groups that connect to our three priorities.

Lead numeracy teachers lunch meetings

The numeracy team meet during lunches to co-plan rich numeracy learning tasks and share leading practices in numerical thinking.

Implementation of community collaboration time with our support team

We continue to embed collaborative time into our schedule to provide teams the opportunity to co-plan, co-teach, co-assess, co-learn.

Implementation of cross-community collaboration time

Designed and implemented P3 (People, Pizza and Professional Conversations) to support collaboration and learning across the school. We adjusted our school calendar for next year to create Phoenix Days where cross-school/community learning can occur.

Staff Meetings

Shared leadership and facilitation at staff meetings empowers teachers to learn with and from each other. Every staff meeting is focused on learning and begins with a personal land acknowledgement and community highlight of learning.

Indigenizing Curriculum through collaboration between Indigenous Advocate, Librarian, Community Teachers

We have a strong culture of co-planning and co-teaching that exists between our Indigenous Advocate, Librarian and teachers in our commitment to embed Truth and Reconciliation in teaching and learning K-12. Partnership with Elder Rose is fostered on an ongoing basis.

Look at Learning

Each week, learning that focuses on powerful learning principles, is documented and synthesized into a look at learning infographic that is published in our Week At A Glance (parent and staff), PAC social media, CMS website, and on our TV reader boards.

Enrichment

Each week, our learners re-group around a self-selected passion to learn deeply alongside learners both in and outside of the school. Strong community partnerships have been fostered.

Shared and supported definition of learning

Co-constructed a definition of learning with students and staff for coherence and alignment.

CMS Frequently Asked Questions

Co-constructed with staff and parents to clarify underlying learning principles and research upon which our school is based.

Classroom-level Instructional Strategies:

Implementation of community collaboration time with our support team

As mentioned above, we have embedded community collaboration time in order to facilitate co-planning, co-teaching and co-reflecting.

Cross-community and cross-school co-teaching

Some of our school level structures as well as our community of practice have afforded us the opportunities to co-plan, co-teach, and co-assess with another community and with some of our elementary schools.

Pedagogies of Agency and Inclusion

Implementation of evidence-based promising practices and routines in order to create the conditions for agency and inclusion.

District Numeracy Assessment Team

As one of our teachers has been a member of this team co-developing a K-9 numeracy assessment for the District, piloting aspects began in one community this year however the full assessment will be piloted across all communities next year.

School Community Student Learning Plan

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

District Strategic Plan - Priorities	Description
District Strategic Plan - Transformative Leadership	Our community of practice has connected our family of schools in an inclusive culture of trust, inquiry, innovation, and exploration. We began by creating a shared understanding of transformative change around powerful teaching and learning. We are engaging in professional learning to enable us to respond to the needs of our community.
District Strategic Plan - Equity & Excellence in Learning	This is an ongoing priority for us and it is through networks of professional collaboration and the intentional design of learning that we can continue to grow in this priority.
Equity in Action Agreement – Pedagogical Core	Partnerships between our Indigenous Advocate, Eder Rose, our Librarian and teachers are an important part of our culture in order to ensure Indigenous worldviews are embedded in our school culture and classrooms.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Additional Curricular Leaders (10)	30000.00
Professional Learning	TTOC costs for collaboration both within and across communities	5000.00
Staffing, Supplies	Meeting supplies	1000.00

Checking for Impact

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

We are in the early stages of collecting evidence on this priority. Student learning surveys indicated a positive growth mindset around Math with learners feeling they continue to get better at Math. Empathy interviews and student reflections demonstrated that students want to be challenged and are motivated to improve. Evidence collected from Term 1 and Term 2 Learning updates for this school year around Mathematics showed a growth of 8.4% in achievement with 49.5% of students achieving Proficient or Extending in Mathematics in Term 1 while in Term 2 this improved to 57.9% achieving Proficient or Extending. We will review Term 3 data at the end of the term and continue to track and compare over years. Comparing scores from the Foundation Skills Assessment from October 2022 to October 2023, 52.1% were on track or extending last year while this year's scores showed a growth of 3.8% with 55.9% of students on track or extending. Artifacts of learning tasks show continued evidence of tasks providing opportunities for students to be challenged in both content and competencies.

Data from OKM for the past three years indicated students are transitioning well from CMS to high school in the area of Mathematics. By the end of both 2022 and 2023, overall student average in all Grade 10 Mathematics courses (Foundations and Workplace) was 79% and in Grade 9 the average was a middle to high B. At the end of semester 1 of this school year the average at Grade 10 is 75% and Grade 9 the average is Proficient. We will continue to track data at the end of this year. This data set parallels parent and student feedback as well.

In the process of gathering evidence around next steps for numeracy, the team also gathered evidence for literacy as well. Even though literacy was not initially identified as a priority, as a result of evidence gathered and analyzed, we want to expand this priority to include literacy. Scores from the Foundation Skills Assessment in 2022-2023 showed that 71.8% of our students were on track or extending in literacy. This year, the average increased by 8.3% to 80.1% were on track or extending in literacy. Student Learning Surveys indicated that 69% strongly agree/agree that they are getting better at reading and 75% strongly agree/agree they are getting better at writing. Learning updates from this year showed 55.1% achieving proficient or extending in language arts which grew to 62.2% in term 2. We will continue to track in term 3. Interviews with students in Grades 6-8 showed that overall they feel good about their ability to read and write and they are able to specifically identify where they want/need to improve for writing. Editing skills were identified by students as an area they want to grow. Students feel less confident in their communication skills.

Recommendations for next steps for this School Student Learning Priority:

Numeracy will be a focus for us next year. Piloting the district K-9 numeracy assessment in all communities will provide us the opportunity to deepen our understanding of numerical thinking and align our understanding of proficiency. Piloting the assessment will necessitate deep learning and collaboration amongst our team and with others across the district. We will commit time and space for this learning and practice to occur. We will continue to learn alongside each other and in our community of practice and continue to co-plan, co-teach and co-assess.

Although evidence collected from interviews, surveys, learning updates, and the FSA demonstrated many areas of strength when it comes to literacy, we want to continue to strengthen and grow and deepen learners' reading, writing and communication skills across subjects and expand this priority to include literacy.

Plan Reflection

School Community Student Learning Plan

Principal Reflection:

As we come to the end of our fifth year, we are grateful for the community of learners we have built at CMS. Both adults and students enjoy being at CMS and learning alongside each other. Our evidence, both qualitative and quantitative, continuously demonstrates that students feel a strong sense of belonging, identity, and safety. We continue to build a strong foundation of collaboration amongst students, staff, families and community members. Students are coming to understand their individual passions, interests, strengths, and growth areas and they value opportunities to construct understanding and demonstrate that understanding in ways that best suit their learning needs. Students desire more opportunities to learn deeply about things that are relevant to them and their world. They are developing their thinking and communication skills and want to understand how what they are learning connects to them and their world.

It is important for us to celebrate the wins we are seeing in students' understanding of foundational skills. Students feel they are improving in their numeracy and literacy skills and are motivated to continue to improve. Learning updates, learning surveys, classroom and provincial assessments, and student reflections, demonstrate students are growing in their numeracy and literacy skills. These areas will continue to be a focus for our team as they build their pedagogical repertoire to ensure they are meeting and continuing to grow all CMS learners.

Cycles of co-planning, co-teaching, and co-learning, both within our community and in our larger Mission Community of Practice will continue to improve the learning for all. Implementing practices of pedagogies of agency and being a pilot school for the recently developed district numeracy assessment will also strengthen our pedagogical practices.

We are very excited to continue our participation in the OECD Schools+ Network and we are hopeful one or more of our proposals will be accepted and our school will serve as a case study for innovative and impactful pedagogy. If accepted, we will have the opportunity to examine our own pedagogical practices and receive feedback from educators from our global network and contribute to an educator toolbox for others.

As we focus on learner agency, metacognition and foundational skills, we will lean into new evidence around these priorities to inform our decisions to ensure we are improving teaching and learning at CMS.