

South Kelowna Elementary School Learning Plan 2020-2021/22

Our Mission Statement

We at South Kelowna elementary, in cooperation with parents and families, believe in providing a positive learning environment for the development of a student's full potential to become a knowledgeable, responsible and confident life-long learner within the immediate and global community.

School Motto

"Soar to New Heights!"

South Kelowna Elementary - S.K.E.

S Sharing
K Kindness
E Everyday

District Overarching Goals

District Overarching Goal:

"Each Central Okanagan School District student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator, and contributor to find, follow and share their passions."

"and supporting each student to be a confident learner that graduates with dignity; purpose and opportunity"





Learning Plan 2020-2021

School Goal

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

- using a learner-centered approach
- developing resiliency through an understanding of a learner mindset within a safe, inclusive and caring environment
- focusing on growth mindset in numeracy

Mindset for Learning Focus

How can we help each of our students:

- develop a growth mindset around number sense;
- build resiliency, develop strengths, and acquire the skills, to cope and be ready for future challenges
- Increase our feeling of inclusion while connecting our learning to our local indigenous perspectives. Through our three core competencies: communication, thinking, personal/social - we will build confidence, connections and strength based communication skills.



Connecting Our Strengths To Our Local Indigenous Perspectives



SKE

Sharing Kindness Everyday – Kindness with resilience and courage

District Theme - COURAGE

THEME:

COURAGE

The quality of mind or spirit that enables a person to face difficulty, danger, pain, in spite of fear, the ability and willingness to persevere.



Courage
What is Courage?

Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.



IF YOU HAVE THE COURAGE TO BEGIN, YOU HAVE THE COURAGE TO SUCCEED.
WWW.LIVELIFEHAPPY.COM



THE QUESTION WE FACE IS DO WE HAVE THE COURAGE TO CHANGE, NOT JUST TODAY, BUT AS WE MOVE FORWARD?
- TANVEER NASEER

Be brave

Unpacking the Core Competencies

There are three Core Competencies:



Communication - The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make



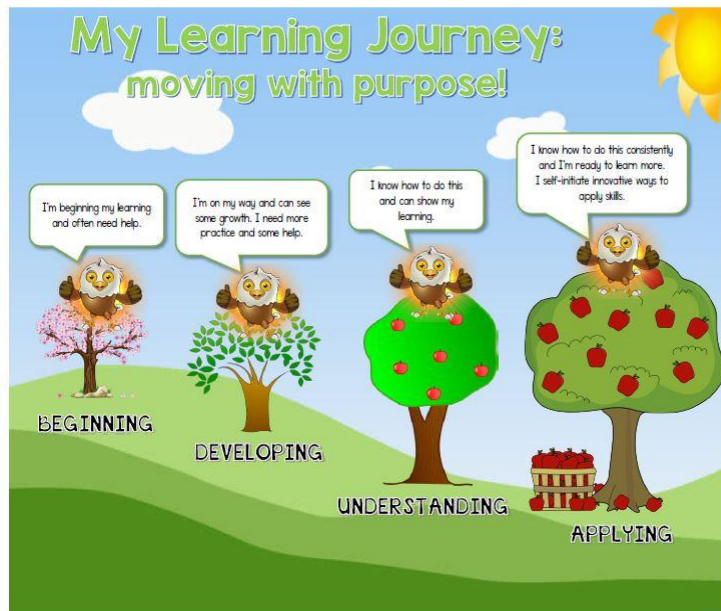
Thinking - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a



Personal and Social - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to

South Kelowna Elementary Learning Journey Visual

[2019 @ CSL Additional Wording.pdf](#)



Grades alone cannot adequately describe progress in skills critical for the 21st century. Students can reflect and describe their learning journey using the pictures and descriptors and plan next steps.

Students should be able to describe, self-assess, and reflect on their learning journey.

BEGINNING - Student is beginning to acquire knowledge, skills, strategies and processes. Student requires teacher direction and support.

DEVELOPING - Student is developing the ability to apply knowledge, skills, strategies and processes. Student is learning to practice and develop skills with some teacher support.

UNDERSTANDING - Student is using knowledge, skills, strategies and processes consistently.

APPLYING - Student consistently and independently demonstrates knowledge, skills, strategies and processes creatively, strategically and with competence, while self-initiating innovative ways to apply skills.

Information gathered from our Community, Staff and Student Scans all connect to our learning initiatives. See below for our scan info.

Specifically, we are excited about focusing on number sense and numeracy. We see the value and positive use of growth mindset language within our school community.

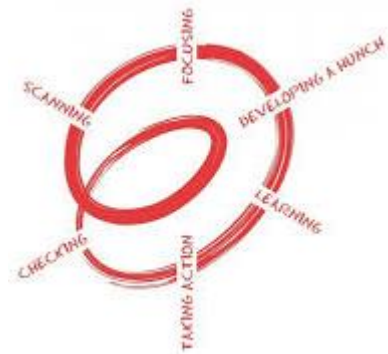
We appreciate our surrounding land as we make an effort to leverage the environment around our school to enhance learning and building connections to indigenous perspectives.

We believe that SKE students should be immersed in meaningful and deep learning opportunities inspired by First Peoples Principles of Learning, and we believe we have a responsibility to serve others and our community.

SCAN - STUDENTS

2019 June

1. I learn best when.....
2. At school, what would you like more help with?
3. Here are some ways I show kindness to others....
4. How often to you do kind things for others?



Our results showed that more than half the students reported requesting additional help with **MATH**. They also indicated continued support with writing is appreciated.

As a result of this scan and student data collected, the staff at SKE decided to begin a learning journey with numeracy as our focus that began 2019 school year and will continue for the next five years (2019-2024).

We intend to continue to develop our collaborative and innovative work around growth mindset; learning on and from the land that's infused with First Peoples Principles through inquiry, and taking a collaborative approach to number sense and numeracy. We will also continue to support structures and strategies that promote and improve numeracy and literacy skills among all students. We have also re-framed our way of communicating student learning after surveying our community **February 2019**. (first survey) We are proud to share that Freshgrade and Google Classroom are used as ongoing electronic portfolio tools to communicate student learning in a timely way. With revisions made for September 2019, the parent community was surveyed again to provide feedback in **December 2019-Jan. 2020**, after the first term Learning Progress Summaries were shared. The results are positive and parents appreciate the "look" into their child's learning through the use of ePortfolios. **Students were surveyed June 2019**

SCAN – PARENTS

2020 February, we surveyed our parent community again with these three questions:

Do you feel you have had a clear snap shot of your child's learning? Please explain.

Nearly 80% of respondents said they were satisfied with understanding their child's learning.

- For example: "Yes, there were multiple specific learning targets and outcomes on the report card and the assessment language was easy to understand."
- "Yes. The weekly emails and videos have been great! We really get a sense of his progress. We hear feedback personally from our child, which is very helpful. I see great structure in the classroom." " Yes, at this level it is really more than we could ask for."

How does your child describe his/her learning?

Responses were very positive.

- For example: "My child will tell me she either "gets" something or not, which is her way of describing if she fully understands a topic. I find it helpful to remind her about the above competencies so she understands that it's a process & this reinforces a growth mindset attitude." " My oldest talks about her 'growth mindset' and can define it well."

What do you still need to know?

- "I have found the communications solid and informative."
- We feel that the communication is great with our teacher and we know where she is at and what we need to work on with her.

2020 March 17 – COVID 19 GLOBAL PANDEMIC Closes Schools in BC

****MARCH-JUNE 2020 --- COVID 19 PANDEMIC SHIFT IN LEARNING**

**

In March 2020, on the direction of the Provincial Health Officer, the Ministry of Education, ordered all in-class instruction suspended for students until further notice due to the COVID-19 pandemic.

Our school district worked together to establish a plan so students would have remote opportunities for learning, while ensuring our community was safe. Our School District Board's senior staff members began planning for school building safety and hygiene, for continued learning opportunities for our students, and how we might care for the children of our front-line workers (Essential Service Workers) within our local school communities. Significant consideration was given to how we could support our most vulnerable students, who rely on the school system for many supports including meal programs. In collaboration with our District Board and Senior Administration, on March 30th our school team began the process of implementing strategies and tasks in support of the BC Ministry of Education's Four Priorities.



Our SKE school staff met remotely several times per week in support of these four priorities. We met as a full staff including teaching staff, CEA's, support staff, itinerates, custodial, secretarial and always included our school based team members. Our First Nations advocate, school counsellor, and support staff were all key to supporting many of our families. We also met in smaller cohort groups such as school based team, Primary teachers, Intermediate teachers and our support staff CEA's. Families received weekly communications via email as well as from our district and trustee groups. Our counsellor sent out Weekly Wellness Menus to support families social emotional well-being during this pandemic and was always available to support families, staff and students.

Communication was key – here are a few samples of our communication from our school.



SKE April 2020 video.mp4

[Letter SKE Families](#)

[April 17 Updates](#)

[Weekly Wellness Menu](#)

As we began our journey through COVID-19 together, each classroom teacher connected with families and shared plans going forward to stay connected with their students via zoom. The learning and connections changed from in person to online and the transition, though challenging, became the way we continued to deliver our learning and support to all our families. With much collaboration, communication and dedication from our teaching and support staff, we offered 1:1 support for some students, our struggling learners received 1:1 and small group instruction with the support of our Certified Educational Assistants and all of our students were offered educational learning either through class zooms and/or small group instruction. In many cases, instructions were provided in writing and/or via video format as well as online teacher zoom lessons. Weekly plans were shared with families that included assignments and learning tasks. Language arts, mathematics and development of the core competencies remained the focus of learning. Expectations for each child was student centered so it varied for each learner.

Here are a few samples from our teacher communications to families.

[Robertson Kindergarten](#)

[Estey Gr. 3](#)

[Wilson/Vecchio Gr. 4/5](#)

[Gross Gr. 5/6](#)

To accommodate the children of Tier 1 essential service workers (e.g. health care providers, acute care workers, and emergency responders) our learners joined other essential worker children where space was provided at AS Matheson Elementary. Here, the students of essential service workers and the staff maintained appropriate physical distancing and followed the guidelines for a healthy and safe environment based on our district and school Health and Safety Plan.

Families experiencing food insecurities within our community were provided support via our district where food was delivered to their homes. We were fortunate to have an SKE family who worked with a local chef and provided one full-course dinner meal, free of charge, to four SKE families. The food was prepared fresh and delivered to each family as a gift.

Near the end of May, the Ministry of Education announced in-class learning for students in Kindergarten to Grade 5 on a part-time basis (stage 3). Families were surveyed if they would choose to send their child to school 2 days a week. Based on the survey, 63% of our families chose to participate in this learning opportunity for the month of June. Our remote learners continued to be supported by their classroom teachers and support staff. Our kindergarten/Gr. 1 class enjoying learning in a socially distanced way



June was filled with new ways to engage our students, families and community. We had smaller groups of students attending in-class learning and changed a few practices via zoom to include all our learners and their families such as our Gr. 6 Year-End Ceremony. Our Gr. 6 teachers and support staff worked behind the scenes for hours to make this possible for our whole school of learners and their families.

Our Kindergarten Orientation was conducted via zoom and we met each new learner during our Kindergarten Drive-Thru where each child received a welcome package and greeting from our kindergarten teachers and other school staff.

Students watched ducks hatch live via zoom! All students who attended class in June spent time learning about duck development and our at-home learners were invited to school on Wednesday (school was open but we didn't have our in-class learners in attendance).

We ended our school year with a socially distanced picnic-style staff meeting on our beautiful SKE grounds.

Our SKE Staff are so grateful for our parent community who took on the role of supporting our learners in multifaceted ways and working closely with our staff. Our parents not only carried out their parental duties but took on new roles that added so much more to their already full days. We are so proud of our families and learners as we continue this journey of learning together.

We at SKE could not be more thankful for the tremendous support from our Senior Staff, School District staff, our Trustees and our district as a whole. Each and every person went over and above to support and be part of our team through this global pandemic.



2020 June 17 ****Staff Reflections****

1. What are some of the SILVER LININGS for you as a teacher during your experience of remote learning (consider specific examples and evidence to explain)? *

- Flexibility – adapting to change
- Huge learning curve around remote teaching/learning
- Primary group meeting – being on the same page – hearing other ideas and working together – closer unit – BEST PART
- Growth mindset with this journey of change - feeling of "I CAN" do the next step
- Learned about a few new online resources
- Enjoyed I pads for all students and smaller class size ☺
- Actively Learn Site – designed by teachers
- Environment – quiet home vs. distracted home
- Connect with parents on a different level – zoom with parents
- Parents have a better idea with what kids are learning in the classrooms – "learning"
- Child's learning style and how to better help and support them
- Gr. 1 – learning the reading – level 3 fall to level 14 to term 3 --- growth is huge..... parents spent a lot of time reading FOCUS on reading –
- Phenomenal progress for kids who read LOTS at home with parents
- Intermediate students 'preferred' to be at school rather than "at-home" – importance of being at school
- -making connections with the families (most of them) even though a few fell off the radar near the end
- -individual time with the students during small group ZOOM sessions
- -collaborating and planning with a beyond awesome teaching 'buddy' (not sure if I would have weathered this as well without and above all enjoyed the time planning and doing several home learning activities (Rock Monsters, Liz's math moments – video, Flat Estey and Leinemann, poetry....)
- -some time spent at home and being able to perhaps balance work and life (family and exercise...)
- -supportive team (whole school) as well as the Primary Team support and leadership (Principal guidance and support), CEA above and beyond help... the list goes on

2. What skills or which part of this experience would you like to take forward with you when school resumes...what will you KEEP? Consider explaining why and any examples. *

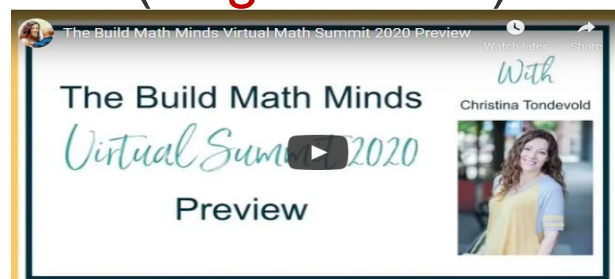
- Use FreshGrade more.....
- Being on the same page – time spent sharing together
- Considering purchasing MORE I pads
- Tech skill have advanced – everyone is a computer "techie"
- Students who may be 'absent' can have the option of communicating via zoom
- Continue sharing of each others support

- appreciate the time spent with each child and celebrate their accomplishments as a whole person, who is making a difference for themselves but also others (tap into more of their unique learning but with a balance for skills they need to develop)
- more consistent team support connections (primary group) and working together to share ideas with grade group partners and such...
- some technology (perhaps something more teacher friendly than FreshGrade but something like that – See Saw, Class Dojo or ???)
- Google platform (learn more perhaps)
- find a balance between activities and authentic learning...

3. What did you notice about students' confidence in math?

- Tried number talks --- loved it
- Learner were more willing to talk about math and explaining their learning
- Enjoyed Number Talks so much
- Thanks Liz!!!! PS – continue this support next year for all staff – all grades 😊
- Students involved and taking risks
- Gaining more confidence in what they already do know – willing to try again – trusting in their own experiences
- Overall, learning to "read instructions" – slow down and read before asking
- Continue meeting in teams – intermediate – primary
- Understanding there are lots of ways to look at numbers and processes
- Feeling comfortable with numbers
- Much of the conversations may come from home --- "I wasn't good at math"
- -thanks to all the amazing video tutorials, games and practice activities recorded by Liz the students' had such a wealth of opportunity to move forward in their math thinking and confidence (but not all accessed or used however those that did certainly were stretching their thinking)
- -did often hear that the positivity towards math skills seemed to be improving and being expressed more
- -number talk skills and activities also a huge learning tool that pushed the students' thinking and gaining greater confidence in their thinking like a mathematician...

SKE staff participated in the online Professional Development Conference: Build Math Minds Virtual Math Summit 2020 (August 2020)



SEPTEMBER 2020



Our 2020-2021 School Year started in August, with developing a site-based Staff and Student Safety Plan based on the Ministry of Health's framework for Stage 2 and our School District's Health and Safety Plan. Our primary focus for school opening was to ensure safety in a welcome learning environment for all students, staff, and families. See here for our [Back to School Procedures](#).

Our first week back was focused on practicing new routines that entailed COVID safety at the forefront. We were quickly back to learning with an emphasis placed on Literacy, Numeracy and Social Emotional Learning. As we follow our Health and Safety plans for our school and district, we continue to learn, grow and work on this beautiful territory of the Okanagan Sylix First Nation people.

Thanks - *way' lim Iəmt,*

2020-2021 School Goals

How can we richly engage our learners in learner centered ways and develop resiliency through an understanding of a learning mindset in a safe, inclusive and caring environment with a focus on growth mindset numeracy?

Mindset for Learning Focus

- How can we help our students develop a growth mindset around number sense?
- Build resiliency to develop strengths, acquire skills to cope and ready for future challenges.

- Increase our feeling of inclusion while connecting our learning to our local indigenous perspectives. Through our three core competencies: communication, thinking, personal/social - we will build confidence, connections and strength based communication skills.



Connecting Our Strengths To Our Local Indigenous Perspectives



SKE

Sharing Kindness Everyday – Kindness with resilience and courage

Our Learning Plan is guided by the Equity in Action Agreement for Truth and Reconciliation, First Peoples Principals of Learning, 7 OECD Principals of Learning, & Central Okanagan District Strategic Plan 2018-2021 which sets priorities that promote:

- ♣ **Community and partner engagement**
- ♣ **Leadership development**
- ♣ **Sustainability**
- ♣ **Leading learning: Attributes of a learner**

“Each Central Okanagan Public School student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator, and contributor.”

STRATEGIC PLAN 2018-2021

Equity in Action Agreement for Truth & Reconciliation 2020 - 2025

*Lifeline - Squilw Resiliance
Shikoo Looli / KSS Art Students / Tansky Maysa, Art Teacher
KSS Masat Project*

Fostering Indigenous student success through the lens of equity

THINKER

LEARNER

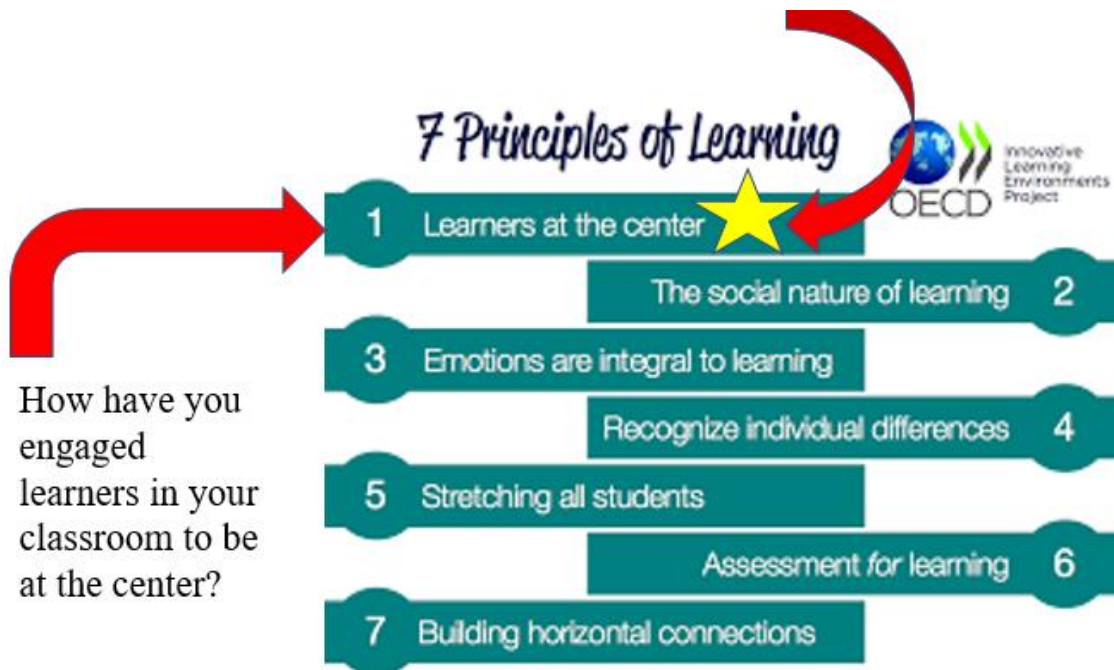
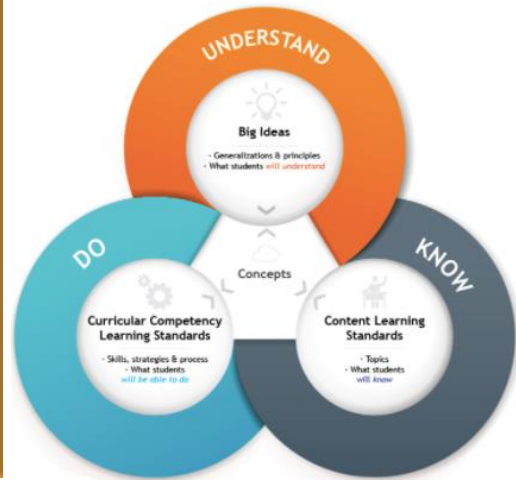
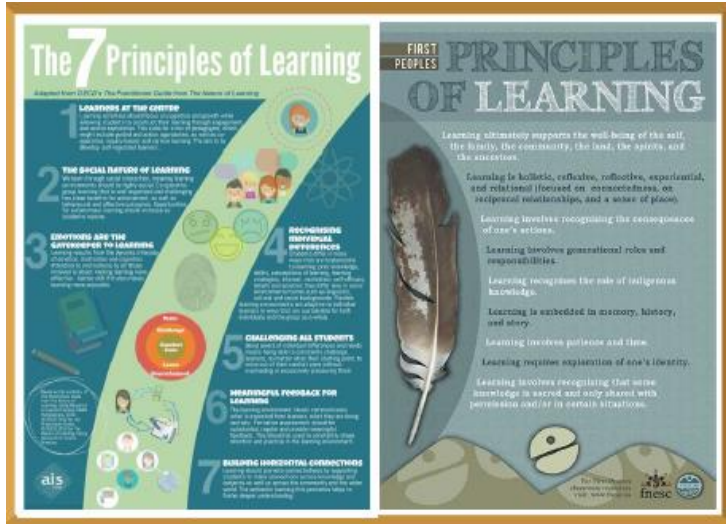
COLLABORATOR & CONTRIBUTOR

INNOVATOR

Real world SKILLS

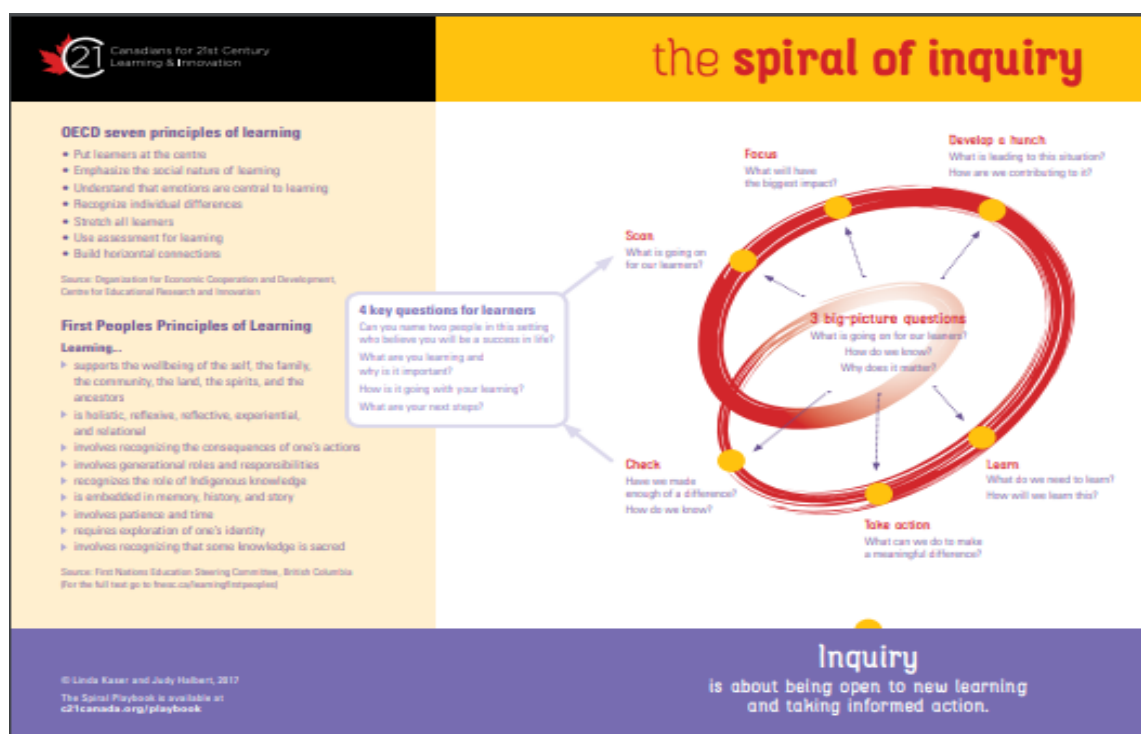
Real world BETTER BODY

Real world HIGH-ORDER SKILLS



The Organization for Economic Co-operation and Development (OECD) has summarized key, evidence informed principles, that guide the work we do at South Kelowna Elementary School. The First People's Principles of Learning ensures our teaching and learning is culturally sensitive, equitable and honors the needs for each learner to thrive holistically.

We use the “Spirals of Inquiry” framework to guide our school learning plan at SKE. We are in a continuous cycle of inquiring, responding and improving our learning organization for our students and families.



SCAN: We listen to the voices of students, parent and staff to identify our goals. We consider our assessment data concerning student achievement.

FOCUS: We sort our data and look for emerging themes and patterns. We focus our lens on a few areas to work that will have positive outcomes for our learners.

DEVELOPING A HUNCH: We look at evidence informed practice to make theory of action statements. For example, “If we (learning and action)....then....(improved outcomes for our learners and community).”

LEARN: We begin the process of working with our district learning leaders and school staff to design a learning plan for our staff and community.

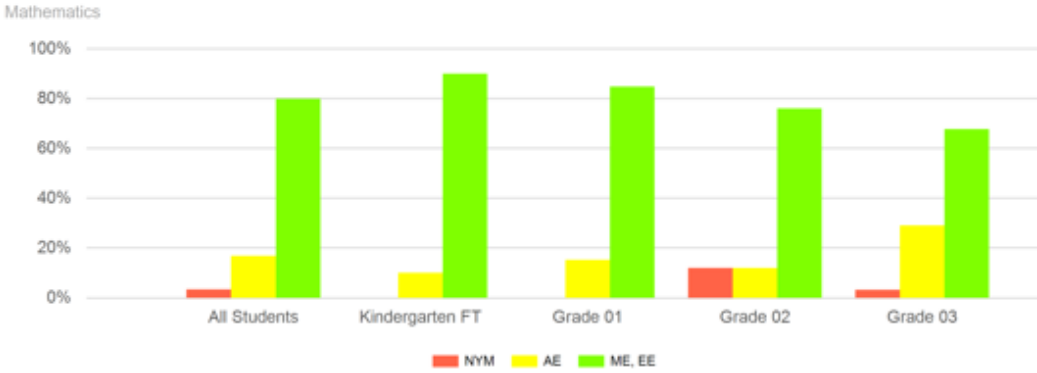
TAKING ACTION: We build structures and schedules within our weekly schedule for the adult learning to occur. We implement the results of this learning in our classroom. We are always striving to improve our practice for our learners and families. We make our learning visible.

CHECK: We do frequent formal and informal assessments and checks, to determine the effects of our work. We scan our learning organization to see if our learning is a making a positive difference for our learners and families.

FOCUS

We started with our September staff meeting by examining our data to see how it compared to our "hunches" and observations. Despite our data seeming quite strong, when compared to our literacy (reading and writing) data, our numeracy data showed where we have room to improve. When speaking with students, they also expressed lack of confidence with numeracy and felt somewhat negative towards math. It becomes more obvious we need a school goal on numeracy when looking at FSA data.

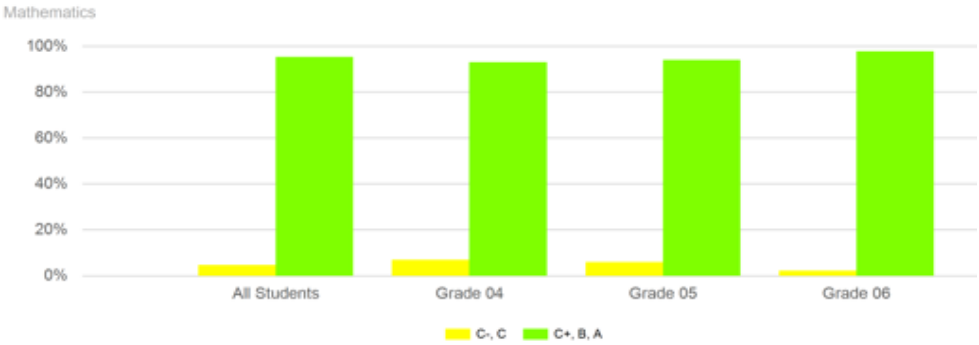
2019-2020 - Mathematics PRIMARY (by grade)



Mathematics

	All Students	Kindergarten FT	Grade 01	Grade 02	Grade 03
NYM	3.36%			12.00%	3.23%
AE	16.81%	10.00%	15.15%	12.00%	29.03%
ME, EE	79.83%	90.00%	84.85%	76.00%	67.74%

2019-2020 - Mathematics INTERMEDIATE (by grade)

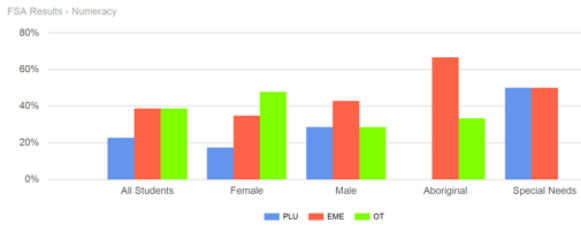


Mathematics

	All Students	Grade 04	Grade 05	Grade 06
C-, C	4.63%	6.90%	5.88%	2.22%
C+, B, A	95.37%	93.10%	94.12%	97.78%

2017-2018 – FSA – Gr. 4

2017-2018 FSA - NUMERACY – Gr. 4

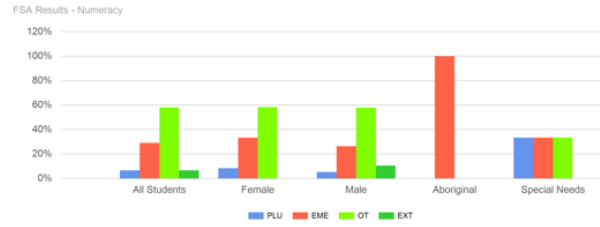


FSA Results - Numeracy

	All Students	Female	Male	Aboriginal	Special Needs
PLU	22.73%	17.39%	28.57%	0.00%	66.67%
EME	38.64%	34.78%	42.86%	66.67%	66.67%
OT	38.64%	42.86%	28.57%	66.67%	66.67%

2018-2019 – FSA – Gr. 4

2018-2019 FSA – NUMERACY – Gr. 4

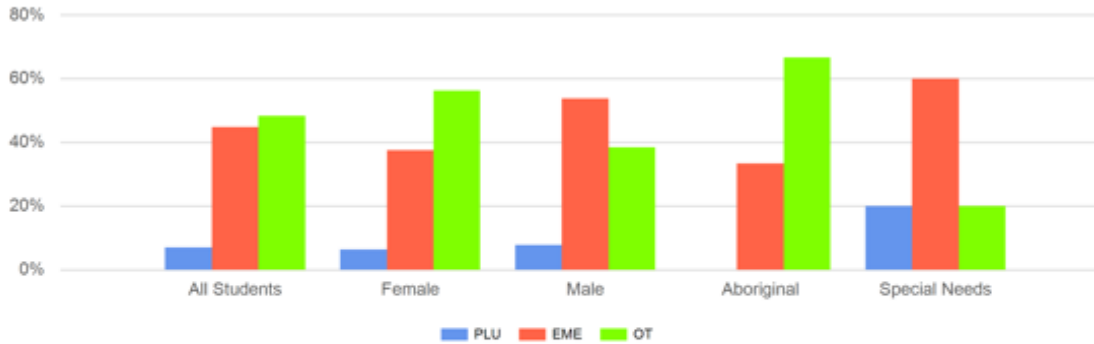


FSA Results - Numeracy

	All Students	Female	Male	Aboriginal	Special Needs
PLU	6.45%	8.33%	5.26%	0.00%	33.33%
EME	29.03%	33.33%	26.32%	100.00%	33.33%
OT	58.06%	58.33%	57.89%	0.00%	33.33%
EXT	6.45%	10.53%	10.53%	0.00%	0.00%

2019-2020 FSA - NUMERACY – Gr. 4

FSA Results - Numeracy



FSA Results - Numeracy

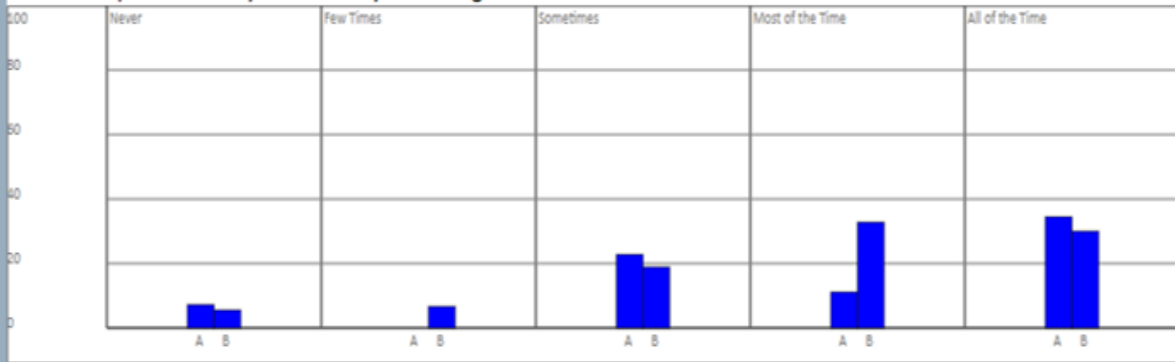
	All Students	Female	Male	Aboriginal	Special Needs
PLU	6.90%	6.25%	7.69%	0.00%	20.00%
EME	44.83%	37.50%	53.85%	33.33%	60.00%
OT	48.28%	56.25%	38.46%	66.67%	20.00%

We also reviewed our MDI data to check-in as a staff if student's felt cared for and if students felt like they belonged at SKE.

All of our grade 4 student indicated that 4 or more adults at South Kelowna Elementary care for them. Our students expressed a sense of belonging at South Kelowna Elementary and exceeds the district average. The one area where we saw an area of concern was if students felt happy at school. We have developed a Social Emotional goal of resilience to address this.

MDI – Middle School Years Development Index – Gr. 4 2019

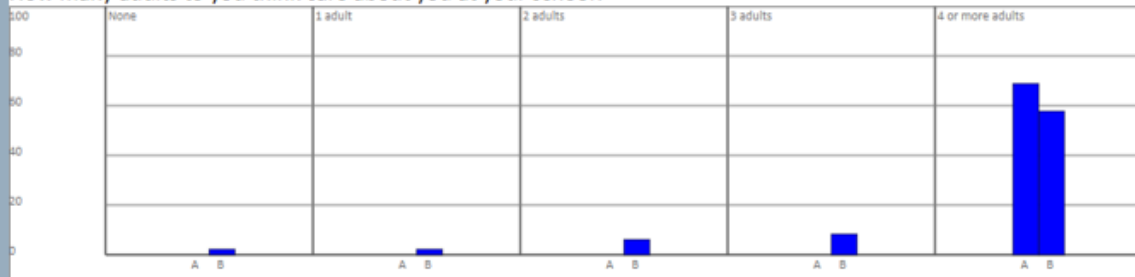
Is school a place where you feel like you belong?



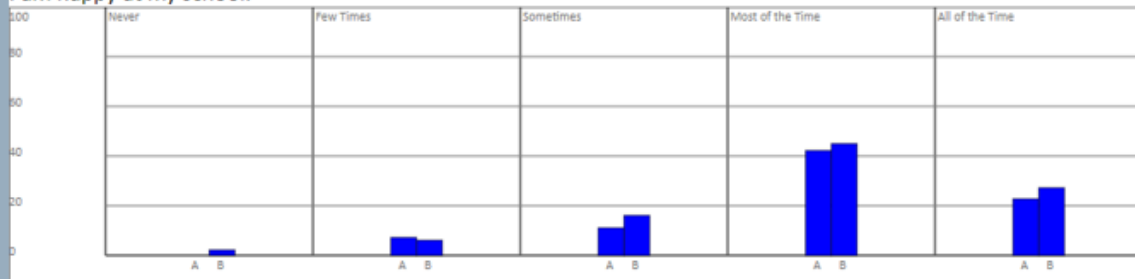
A- South Kelowna Elementary
B – School District

MDI – MIDDLE SCHOOL YEARS DEVELOPMENT INDEX – GR. 4 2019

How many adults do you think care about you at your school?



I am happy at my school.



We examined literacy data which showed our students are doing well and an area of strength. Numeracy data and social emotional became the goal focus for SKE.

PLEASE SEE CLICK BELOW TO VIEW DATA COLLECTED



Learning Plan
Presentation 2021.p

DEVELOPING A HUNCH

Our SKE staff agreed, “If we learn new strategies and focus on growth mindset language then we expect to see improved outcomes for our learners and community in the area of numeracy.”

Staff wanted to collaborate and learn ways to help students become better in numeracy but also increase their confidence when speaking about numeracy. We also know that research shows that student agency improves student learning. If our students are engaged in assessment, be able to articulate their learning strengths and be able to set personal goals, students will experience greater academic success. We focused our efforts to provide a 'learning' day for all staff on our Implementation Day October 9, 2020. We continue to look for ways to make and support our community connections with our families. Our health and safety restrictions have made this more challenging, however, we continue to persevere.

October 8, 2020 – Grade 6 Leadership Team Evening Event

Grade 6 Student Leadership Team was invited to attend after school from 2:30-8:00 pm with teachers from our school. The focus was on Growth Mindset, cooperative learning and resilience. The students were engaged and interacted well with each other forming new friendships. They learned their mission statement and much more!

Our enthusiastic group of 2020/2021 SKE Grade 6 Leadership Team is gearing up for another year filled with coming together to make a difference for both our local and global communities. Making a difference for others using their unique talents, skills and passions is what the next year, and beyond, is all about.

We are looking forward to a different looking but most exciting year filled with opportunities for the students to use their skills and talents and for each child to experience for themselves the impact they can make. The Grade 6 Leadership Team will be provided with opportunities to give of their time, enthusiasm and energy around our school community, in our local community as well as for our global community. We are taking the opportunity to celebrate together with an evening of team building activities, brainstorming and sharing ideas on the evening of **Thursday, October 9th** from 2:30 to 8:00 (pick up at 8:00 pm.) Students are invited to join Mrs. Estey, Mrs. Wilson, Ms. Morgan and Mr. Larkin at the school after school from 2:30pm.

SKE LEADERSHIP Mision Statement:

A group of individuals with unique talents and skills which are important and which can be shared to make this world better for everyone!



LEARN

October 9, 2020 – Implementation Day

Numeracy Routines - Ideas/resources for the classroom and Aboriginal Perspectives on Games and Dance Play

Our implementation Day focused on **NUMERACY ROUTINES** presented and led by our very own, talented **LIZ LEINEMANN**. We looked at the purpose and "the why" of math for building confidence, attitude and understanding of numeracy for all students. Liz created a series of numeracy routines to include a variety of mathematicians who share extensive knowledge in all areas of numeracy.

Examples of daily routines for kids we explored were:

- Number talks
- Counting collections
- Rekenreks
- Subitizing & Math flips



We also explored Number Talk Language, WODB – What do you notice?, WYR – Would you Rather?, Number Routines, 3 Act Tasks – Graham Fletcher Progression videos (develop language), The Right Question, Number Bio, Estimation Routines – 180, Visual Patterns, Rich math, Youcubed – Jo Boler, Marion Small – Open-ended

tasks, SD Resources – ILT Numeracy, Graham Fletcher - video Progression, and Dan Finkel – Five Principles of Extraordinary Math Teaching

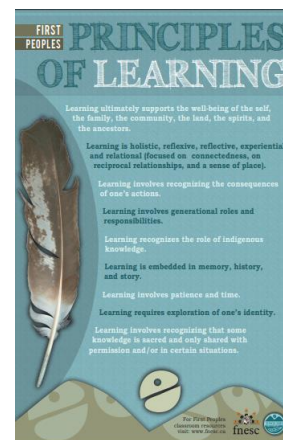
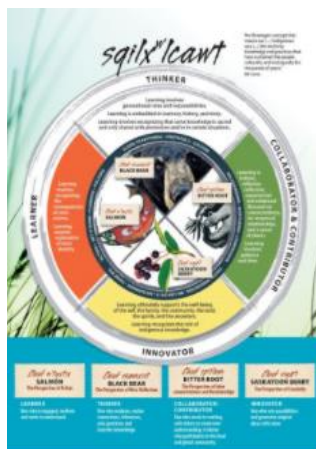
"The main **difference between mathematics and numeracy is that mathematics is** the broad study of numbers, quantities, geometry and forms while **numeracy is** one's knowledge and skills in **mathematics** and its use in real life."

"Numeracy is not always taught in the classroom: it means having the confidence and skills to use math to solve problems in everyday life. Numeracy is as important as literacy - it's sometimes called 'mathematical literacy' - and we need both to get on in life."

Cited: "Difference Between Mathematics and Numeracy" May 19, 2020, by Hasa, PEDIAA

"What Is Numeracy?" National Numeracy, 18 Mar. 2020

<https://pediaa.com/difference-between-mathematics-and-numeracy/#Mathematics>



Indigenous Perspectives was our focus after lunch, with our very own, talented, **HOLLI JORDAN** as our teacher leader.

Holli and our Indigenous Advocate, **ROXANNE PHILLIPS**, led our staff through many authentic indigenous learning activities. Here is a list of learnings we all engaged in:

- Who Is Your Name? – **Stories of our Sqilx Ways** – learning is embedded in memory, history and story
- Choose Your Own Adventure – Literacy/Art/ Math/Social/Science/Reconciliation Highlights
- Authentic Texts – Stories that teach – connections of people-plants-water-animals **Building Connections Through Games** – Run and Scream, Animal

Muk, Two Foot High Kick, Think Big – Change Makers – Important to Us – song and Dancepl3y choreography

- *Incorporated Indigenous Worldviews* – Holistic all things connected and depend on one another – care for all
- Oral Traditions – Stories teach and learn – keep and build upon historic and scientific knowledge – knowledge share through stories, narratives, songs and dances – integrate this into our life
- Land – strong connection to land – provides important resources for life – talking sticks community land
- Languages – traditional language taught and passed on
- Story – Elders use story as a teaching tool – listener takes away what is learned – Some stories sacred to indigenous families



Grade one's sparking curiosity and learning by going beyond the classroom to our natural, local environment. Learners making connections to our land and exploring an apple orchard in our neighborhood.

LEARN - ACTION

During our Implementation day conversations, our teaching staff expressed interest in hosting Janelle Zebedee from the **District SEL Social Emotional Learning Team** to teach **THREE** SEL lessons to each SKE class. We were so excited for the additional support for our school GOAL around resilience and student self-awareness in a safe and caring environment.

I contacted our District SEL team and Janelle was able to book us in for November 18th until the end of Term #1 on December 16th. See below for the details of the lessons we received in support of our Social Emotional goal of RESILIENCE.



Social Emotional Learning

SKE Goal:

- **Build resiliency, develop strengths, and acquire the skills, to cope and be ready for future challenges**

To support our school focus of Social and Emotional Learning, we have the privilege of having our school district Health Promoting Schools Coordinator, Janelle Zebedee teach lessons to our classes. She has a focus area with each lesson and leaves the classroom teacher with a few more ideas to continue the learning with your children.

Janelle Zebedee was at South Kelowna every Wednesday and Friday morning starting November 18th until the end of Term #1 on December 16th. She provided three lessons per class.

Lessons will focus on the following Physical and Health Education Competencies:

Primary Content	Physical and Health Education Competencies
<ul style="list-style-type: none"> • managing and expressing emotions 	<ul style="list-style-type: none"> • Identify opportunities to make choices that contribute to health and well-being • Identify and describe feelings and worries • Identify and describe strategies that promote mental well-being • Describe and apply strategies for developing and maintaining positive relationships • Describe factors that influence mental well-being and self-identify
<ul style="list-style-type: none"> • thoughts 	
<ul style="list-style-type: none"> • body clues 	
<ul style="list-style-type: none"> • upstairs/downstairs brain 	
<ul style="list-style-type: none"> • menu of calming strategies 	
Intermediate Content	Physical and Health Education Competencies
<ul style="list-style-type: none"> • feelings/thoughts/behaviours 	<ul style="list-style-type: none"> • Identify and describe factors that influence healthy choices
<ul style="list-style-type: none"> • body clues (fight/flight/freeze) 	
<ul style="list-style-type: none"> • healthy/unhealthy strategies 	
<ul style="list-style-type: none"> • science names of the brain 	

- asking for help/problem solving



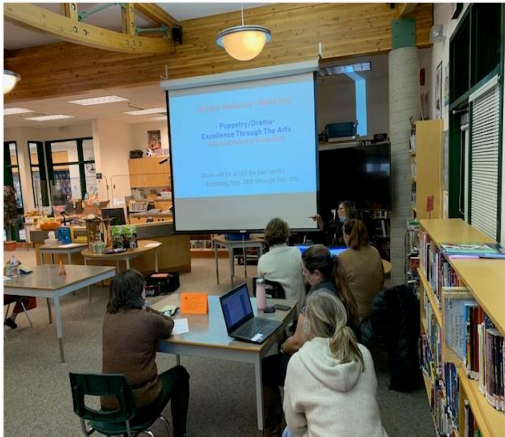
- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Describe and apply strategies for developing and maintaining positive relationships
- Describe and apply strategies that promote a safe and caring environment
- Describe and assess strategies for promoting mental well-being
- Describes and sasses strategies for managing problems related to mental well-being and substance use
- Describe factors that positively influence mental well-being and self-identity



LEARN - ACTION

October 2020, we were granted the gift of an **Artist in Residence through the Excellence Through the Arts program**. Our very own, multi-skilled and talented teacher, Holli Jordan, collaborated and learned with our artist, Sheila Dyer. She introduced the idea of [Puppetry and Drama through Indigenous Perspectives](#).

Although Sheila was with us from November 24 through December 4th, her legacy continues on through Holli Jordan our music, drama, dance prep teacher and Indigenous teacher.



LEARN - ACTION

At our October staff meeting we discussed checking in and supporting one another in our school to help us thrive holistically, deepening our understanding of scanning and inquiry, *as a professional learning model*, to empower ourselves as self-navigating learners and deepening our understanding of how Indigenous teachings can support our inquiry processes.

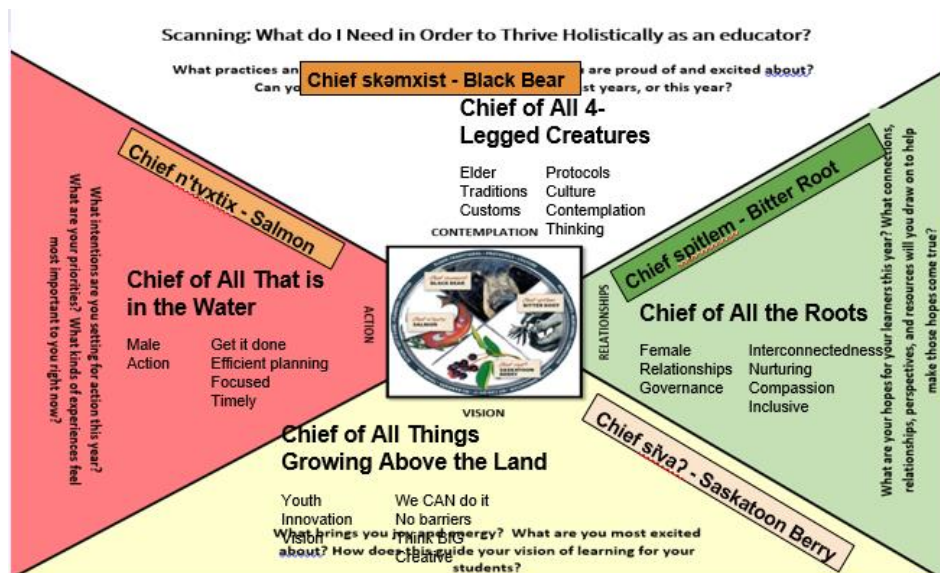
Teachers and staff were given time to individually look and reflect on the questions before they engaged in an empathy interview in partners using the empathy interview tips where A will interview B, and A will document and then roles and jobs were swapped. Teachers/staff were encouraged to quiet the mind and set aside their own thoughts and assumptions in order to gain insight into what people are *thinking and feeling*. The key was to listen and truly understand. When the person spoke, it was encouraged the listener follow their lead and record their stories.

LEARNING INTENTIONS

- 1 **Checking in and supporting one another in our school to help us thrive holistically**
- 2 **Deepening our understanding of scanning and inquiry, as a professional learning model, to empower ourselves as self-navigating learners**
- 3 **Deepening our understanding of how Indigenous teachings can support our inquiry processes**



Self-reflective structure in order to go deeper with understanding ourselves as learners. Each teacher reflected on their teaching practice and made personal goals on what they need to thrive holistically as an educator. This was an activity for personal goal setting where everyone engaged whole-heartedly in the activity as these current situation has been challenging and stressful at time for everyone. This activity re-focused our "WHY" and the reason we love education.



LEARN - ACTION

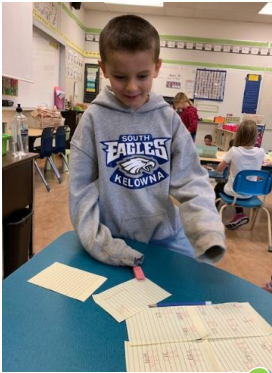
November 19, 2020

With our "why" in focus, at our November staff meeting, we revisited our Implementation Day Numeracy learning. Liz Leinemann offered to open her classroom to anyone who would like to observe Number Talks and Math Groups. Coverage was provided and all the primary teachers found at least one block to observe. After the visits/learning/engagement with Liz, teachers asked if Liz could be released to teach Number Talks to their class and be part of the teaching.



We formed a NUMERACY TEAM who met at lunch time and every three weeks going forward. The focus was on numeracy discussions where one strategy would be discussed and tried in the classroom. The next meeting would discuss learnings and observations from that trial and teach/show another strategy. This currently is ongoing as we continue to meet and learn new mathematical strategies and change our thinking around mathematics.

And – We had Marilyn Green present to our staff, "Coping during Difficult Times."



Welcome!
Marilyn Green



"Coping during Difficult Times"

Mathematics



November 26, 2020 – *Sharing Kindness Everyday*

- Gr. 6 Leadership Team – Food and Toy Drive for SKE Community
- School-wide Letters were sent to local seniors for the Christmas holiday



December 2nd, 3rd, 4th, 2020

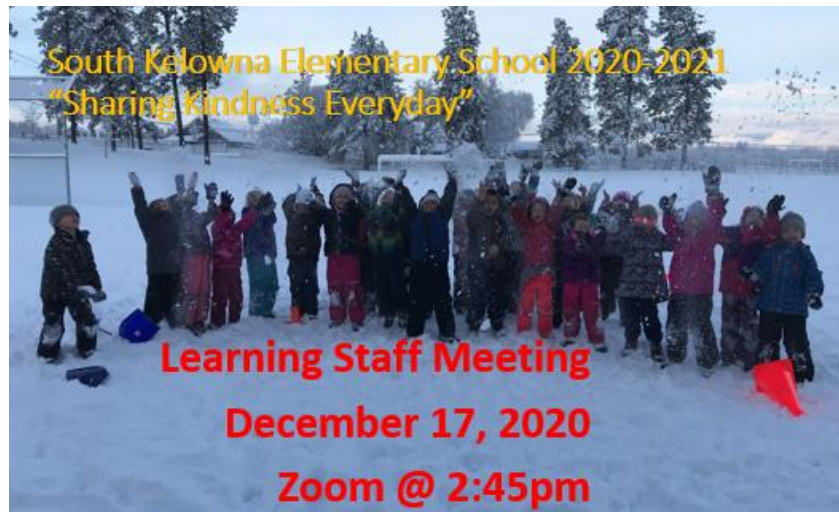
Gr. 6 School-Wide Entrepreneurial Fair



LEARN - ACTION

December 17, 2020 Learning Staff meeting

There was a necessity to review and discuss the Procedural Manual at this meeting.



Staff Service Recognition

LEANNA ESTEY celebrated 30 Years of Service with School District #23.

CONGRATULATIONS LEANNA



JANUARY 2021

LEARN - ACTION

January 2021

Triangulation of Data

Making Student Thinking Visible

Observations

- Assessment checklists
- Anecdotal notes

Conversations:

- Between peers
- With the teacher

Products

- Students work
- Student thinking recorded
- Variety of thinking routines explored

My Learning Journey: moving with purpose!

BEGINNING **DEVELOPING** **UNDERSTANDING** **APPLYING**

I'm beginning my learning and often need help.

I'm on my way, and can see some growth. I need more practice and some help.

I know how to do this and can share my learning.

I know how to do this consistently and I'm ready to learn more. I self-reflects in creative ways to apply skills.

Grades alone cannot adequately describe progress in skills critical for the 21st century. Students can reflect and describe their learning journey using the pictures and descriptors and plan next steps.

Students should be able to describe, self-assess, and reflect on their learning journey.

OUR 2020-2021 LEARNING GOALS

- Numeracy – Growth mindset
- Social Emotional Learning – Resiliency
- Student Centered



1 LEARNERS AT THE CENTRE

Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active exploration. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to develop 'self-regulated learners'.

Learners at the Centre






The learning environment recognizes the learners as its core participants, encourages their active engagement, and develops in them an understanding of their own activity as learners

Our January 2021 staff meeting, we reviewed our School Goals – Numeracy, SEL with resilience and courage and a focus on Learners being at the center. We reviewed EdPlan Insight Data to determine how student achievement for numeracy results were and triangulate our data to include conversations with students, their produces and teacher observations. The goal is to communicate this learning with families (FreshGrade/Google Classroom/SeeSaw, etc.) using our Learning Journey and our Learning Progress Summaries.

We continue our learning with our numeracy lead teacher Liz and the Numeracy Team. This month's focus is to try a Graham Fletcher Progression video. What was your take-away? How can this be used with your students? What are your next steps?

Going forward, we will continue to:

- Reflect on our work in classrooms – Liz & Numeracy Team
 - Provide time to explore – Processing time with Learning Group partner
 - Opportunities to try a numeracy routine Liz's Number Talk videos and/or Graham Fletcher progression video -- <https://gfletchy.com/progression-videos/>
- Share our numeracy posts/learning with our parent community

South Kelowna Elementary Learning Progress Summary					
December 2020 – March 2021					
Student Name:					
Teacher Name:					
Grade:					
		Level of Curricular Competency (in relation to grade level standards)			
		 Beginning	 Developing	 Understanding	 Applying
		Student is beginning to acquire knowledge, skills, strategies and processes. Student requires teacher direction and support.	Student is developing the ability to apply knowledge, skills, strategies and processes. Student is learning to practice and develop skills with some teacher support.	Student is using knowledge, skills, strategies and processes consistently.	Student consistently and independently demonstrates knowledge, skills, strategies and processes creatively and with competence, while self-initiating innovative ways to apply skills.
English Language Arts	Reading, Listening and Viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Writing, Speaking, Representing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical and Health Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core French		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
Please refer to the electronic portfolio to view on-going reporting of your child's growth as a learner.					
Summative comment could include: (*policy 506 MUST HAVES either in e-portfolio or here) - reflecting effort and/or personal/social growth - next steps/what they are working towards* - any concerns and resulting interventions they may require* - ways to support growth* - student progress in relation to modified goals outlined in an IEP*					

February 6, 2021. **LARISSA'S READING BENCH**



In memory of Larissa Fearn, we are so proud to have "Larissa's Reading Bench" in our front foyer of the school. Larissa was a parent who spent many hours volunteering with our reading program, Valentine's Day Dance, winter clothing drive as well as many other PAC initiatives. She was a staple in our community and will be greatly missed.

SKE Students and staff have designed and decorated tree discs (see example in bottom right picture) that will be added to the blue panel behind the bench. We will share more pictures of the completed project in upcoming newsletters.

Thank you to Jon-Paul Gagnon and family for creating this special and unique bench hand-crafted from locally grown trees. SKE is honored to display this exceptional piece in our school and know that it will be enjoyed for many years.

SKE, the students and the reading program were so important to Larissa, I know she would be blown away by this reading bench. Our family would like to thank John Paul Gagnon for his beautiful work, and the SKE staff and community for all of your love and support! Such a beautiful tribute and a wonderful new addition to the school!

~Kent Fearn

LEARN - ACTION

FEBRUARY - MARCH 2021

As we continue our learning around numeracy, social responsibility and pedagogical core, we examined our four questions in relation to how we are connecting to the pedagogical core. Once these reflections are completed, they will be compiled and shared back with all staff.

- **** How can we help our students develop a growth mindset around number sense?**
- **++ How is your classroom set-up and resources used to facilitate and foster student learning?**
- **>> How do we meet the needs of unique and diverse learners? (Differentiated learning)**
- **## How have you engaged learners in your classroom to be at the center?**

Can learners describe in their own words what they are learning – and why what they

How Are We Connecting to the Pedagogical Core

Empowering Collaboration Among Educators
Our Learning:
Our Actions:
Next Steps:

Innovating the Use of Resources and the Physical Environment
Our Learning:
Our Actions:
Next Steps:

Designing the Curriculum
Our Learning:
Our Actions:
Next Steps:

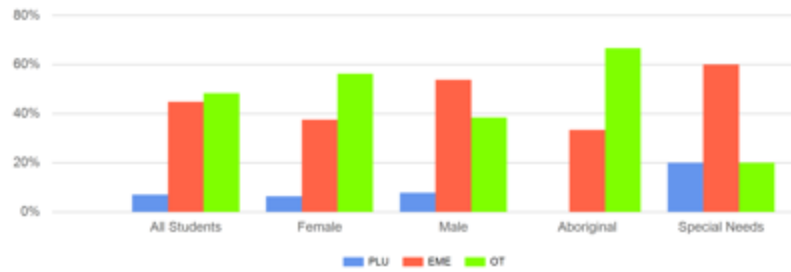
Shifting the Role of the Learner
Our Learning:
Our Actions:
Next Steps:

- **** How can we help our students develop a growth mindset around number sense?**
- **++ How is your classroom set-up and resources used to facilitate and foster student learning?**
- **>> How do we meet the needs of unique and diverse learners? (Differentiated learning)**
- **## How have you engaged learners in your classroom to be at the center?**
- Can learners describe in their own words what they are learning – and why what they are learning is important?

*Staff responses will be added here after March staff meeting.

2019-2020 FSA - NUMERACY – Gr. 4

FSA Results - Numeracy



FSA Results - Numeracy

	All Students	Female	Male	Aboriginal	Special Needs
PLU	6.90%	6.25%	7.69%	20.00%	20.00%
EME	44.83%	37.50%	53.85%	33.33%	60.00%
OT	48.28%	56.25%	38.46%	66.67%	20.00%

EXT - extending
 OT – On track
 EME – emergent
 LU – Level Unknown

MAY - JUNE 2021

CHECK - SCAN

NEXT STEPS: We plan to survey the students May/June 2021 with regards to math. We will continue to learn and meet as a Numeracy Team and extend our learning during parts of our staff meetings. We can use this time for sharing and learning from each other in collaborative ways.



Thank you for everything that you do – and at this time of uncertainty, anxiety fear, it is important to show strength and courage and take care of each of self.

Balancing work, and family life can be very tricky, new learning and opportunities coming, and it can be feel like extra pressure, so pace yourself, take time to rest and try to find joy in everything you do.



"Fulfilling our roles and responsibilities means taking care of one another as tmix[®], and being taken care of to ensure our health and wellbeing as individuals, families and as a Nation."

Pg. 55 Story of Our sqlix[®] Ways

*tmix[®] means all the beings of the earth, plants, animals, people