

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

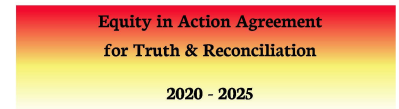
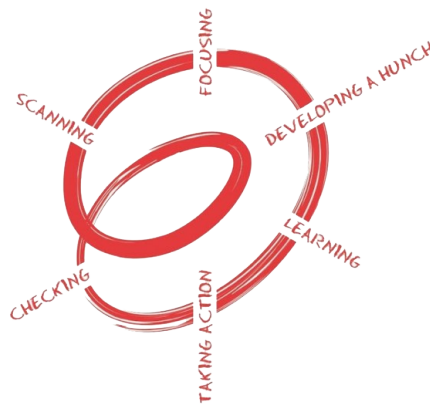
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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](#)



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

Fostering Indigenous student success through the lens of equity

School Community Student Learning Plan

School Overview

School: eSchool23

School Year: 2023-2024

School Level: Online School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 1100

Student Population Indigenous: 49

Student Population, SPED: 43

Student Population, ELL: 4

Principal: John Morrone

Vice Principal: Chris Oakes

Grade:

- K
- Gr. 1
- Gr. 2
- Gr. 3
- Gr. 4
- Gr. 5
- Gr. 6
- Gr. 7
- Gr. 8
- Gr. 4
- Gr. 10
- Gr. 11
- Gr. 12

Number of Administrators: 2

Number of School-Based Teachers: 18

Number of School-Based Support Staff: 3

School Learning Story

Background:

eSchool23 is a District Online Learning School within Central Okanagan Public Schools. As our school community responded to rapid changes during the COVID-19 pandemic, we quickly recognized that the needs of our learning community had shifted. Online learning has become commonly recognized as many families have experienced some form of online education over the last several years. With that, we have noticed that we are now serving a student population that has a wider range of learning needs than we might have expected to see in the past.

In addition, we implemented a new K-9 synchronous program for families during the pandemic, and that structure has remained an option for families on a continuing basis. Students and families continue to inform us of new opportunities and interests as we have become a full-time school option for learners. As our school learning community continues to evolve, eSchool23 staff are exploring how we might best support learners with diverse learning needs and varying levels of social and emotional wellness.

School Scan

School Community Student Learning Plan

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.**

Staff at eSchool23 followed a Spirals of Inquiry approach to better understand the lived experience of our learners. As a starting point, each teacher identified 3-5 students across their classes/courses to conduct a personal interview with. The questions we co-created as a staff based on the unique needs of the online learning environment. For younger learners, teachers spoke with parents/caregivers to gather feedback. In addition to these one-on-one meetings, staff engaged in a broad scan of our school learning community. Scanning strategies included:

- Staff Meetings (including Implementation Day)
- Staff one-to-one meetings with administrators
- Staff/student empathy scans
- Student/Staff/Parent ThoughtExchange
- SBT scans of students with identified anxiety challenges
- Intake conversations
- Parent phone calls
- Parent Survey
- Grade group collaboration topics
- Data collection/discussions with other online schools
- Secondary school empathy scans (admin & counsellors)
- Consultation with district staff and senior administration

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Teaching staff each conducted empathy interviews with 3-5 students from their courses/programs. In addition, district staff in local schools were interviewed, as well as some parents/caregivers.	Interview questions were co-created as a staff to best capture the learning ecosystem of online education.
Other	Whole school family survey	Parents/Caregivers were offered a ThoughtExchange survey as well as an itemized survey for feedback. One question asked families if they would be willing to participate in a phone call interview, and each person who agreed to this option was called by the principal and vice principal.
Other	Data analysis of year-end completion rates have been tracked and disaggregated into sub-groups of learners in our Grades 10-12 program.	Trends indicate that students who are dual-enrolled in a local school and eSchool23 tend to more successfully complete course work and earn credits for graduation.
Student Learning Surveys	With the implementation of a new learner management system, staff included automated student surveys that were designed to capture some information as learners initially start a course, partway through a course, and upon completion of the course. This data is continually collected as students hit specified dates after enrollment.	Responses confirm many previously identified themes, including students seeking flexibility, students seeking alternative learning environments to brick and mortar schools and varying levels of social emotional wellness.
Other	Fulltime learners complete ongoing reflections of the core competencies as part of the new student assessment reporting policy. Our staff have focused the student reflections on identified learning priorities, mainly SEL with a focus on growth mindset.	Results have been inconsistent, but in some cases, students are demonstrating greater self-awareness of their learning needs.

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?):

Our scan revealed a significant number of our learners are struggling with various aspects of their social emotional wellness, and that imbalance was having adverse effects on academic achievement and their general quality of life. Specifically, students and families told us they struggle with managing anxiety, and they had a weak sense of self-efficacy. In many cases, our learners struggled to find success in traditional brick and mortar schools. The belief that they did not have the capacity to manage various stressors (i.e. social interactions/relationships, peer conflict, academic pressures and executive functioning skills) compounded the levels of anxiety for our learners. The behaviours associated with anxiety present in various ways including isolation, disengagement, and withdrawal.

Student Learning Goal 1:

CASEL SEL Competencies: Self Management & Self Awareness

- Students will demonstrate a growth mindset as it relates to their social emotional wellness and their intellectual potential.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- Triangulated - involves collecting a variety of evidence to inform our progress

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

Curricular Competencies: Personal Awareness and Responsibility

School Community Student Learning Plan

Core Competencies

- Communication
 - Connect and engage with others
 - Explain/recount and reflect on experience and accomplishments
- Positive and Personal Cultural Identity
 - Personal strengths and abilities
- Personal Awareness and Responsibility
 - Self-determination
 - Self-regulation
 - Well-being
- Social Awareness and Responsibility
 - 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	Y-Mind program assessment (3rd party facilitation) Pre & Post survey	Select students in grades 8 & 9 (volunteer for trial program)

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Survey to determine fixed/growth mindset (pre & post)	Differentiated surveys for different grade groups (K-3, 4-9, 10-12)

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	adult/eSchool23 10-12 intake meetings - specific growth mindset question prompt	Each adult learner and eSchool23 school of record secondary student meets with the registrar for an initial intake meeting.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student learning plan survey	Every student in K-9 as they register (parent perspective)

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews (select students)	Percentage by grade level after exit from eSchool23; considerations for inclusion within IEP meetings & reviews

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Staff continue to explore Social Emotional Learning during the 2023/24 school year. Some activities include Administrative Implementation Day SEL Learning Retreat (Facilitated introduction to the CASEL Competencies), staff meeting learning segments, and staff lunch and learn series facilitated by a district SEL consultant. The vice principal and a teacher also attended a provincial Digital Learning Symposium in Vancouver, which included sessions on artificial intelligence.

School Level Strategies and Structures:

Students in K-9 are organized in synchronous online classes with peers and optional in-person activities. We are currently collaborating to identify new strategies and structures to further the SEL student learning priority. One example of a school-wide strategy includes student reflections on the core competencies with a focus on growth mindset as a subset of SEL. This is now implemented for all fulltime learners with eSchool23, K-12. Student support hours are extended from 9am - 7pm for grade 10-12 students to accommodate additional supports and home/school communications.

Classroom-level Instructional Strategies:

Break-out room structures, small group instruction, optional activities to build community; further strategies are still to be determined.

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	Personal and Social Competencies have surfaced as a priority in our school community. We intend to make it a more prevalent aspect of the learning experience as students opt for an online learning program.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Staff learning resources including TOC release and meeting expenses	10000
Learning Resource	Student field studies	5000

Checking for Impact

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

eSchool23 staff have been collaborating to more accurately define our student learning priority related to social emotional learning (SEL). This has including ongoing staff learning about the CASEL framework for SEL and a narrowing of our focus on the topic of growth mindset. As a relatively new goal, we have not yet collected sufficient evidence to determine our impact. Instead, we are at the stage within the Spiral of Inquiry where we continue to learn as a staff and we are beginning to try some new strategies with students. Staff still need to proactively identify sources of evidence that will help to determine the impacts on learning.

Recommendations for next steps for this School Student Learning Priority:

We have identified growth mindset as a specific area of focus that applies equally to all learners, K-12, at eSchool23. Our next steps include identifying actionable strategies to support this learning through two primary lens. First, we can support SEL through the intentional design of learning. We will need to explore strategies to embed explicit SEL instruction across our various synchronous and asynchronous programs. Secondly, we will need to refine how we support SEL through our student learning support models and communications. This includes parent/caregiver partnerships, and partnerships with local schools of cross-enrolled learners.

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?):

As we get to know our learners better, and student enrollment returns to pre-pandemic levels, we have noticed that a substantial number of students in our K-9 program are struggling with their literacy development, specifically reading levels. In some cases, we are also supporting older students who have not engaged with formal schooling for long periods of time, and their academic proficiency is often several years behind their peers. As a student in an online program, basic literacy skills are critical to program engagement and student learning; therefore, we believe that reading development is a meaningful area of focus for student learning.

Student Learning Goal 2:

All students will make improvements to their reading fluency and comprehension and demonstrate the ability to read at their relative grade level or higher.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

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

Functional Skills: Literacy

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Early Learning Profile	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Whole Class Reading or PM Benchmarks	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

TBD

School Level Strategies and Structures:

- Targeted instruction with support staff including the Learning Assistance Teacher and class support teachers
- Co-teaching in the Grade 4-6 cohort (LAT and classroom teacher)
- In person student support sessions (weekly)

Classroom-level Instructional Strategies:

- Additional software application subscriptions to reinforce basic foundational skills.
- Virtual tutorials and support
- Test preparation with students

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	Foundational skills development

Checking for Impact

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

This goal is in the early hunch stages within the spiral of inquiry. Staff have expressed interest in pursuing further inquiry about the current state of learning in this context. This will require us to revisit the scanning stage to gather more information about how to proceed.

Recommendations for next steps for this School Student Learning Priority:

It would be helpful to review year-end data from EdPlan Insight as we try to establish a context of the challenge. Staff have anecdotally mentioned concerns about foundational skills in mathematics as well, so our scan should include a divergence on data representing foundational skills in literacy and numeracy.

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?):

Overcoming technical challenges.

Some students & families struggle to access the learning in the online environment including, but not limited to, technology skills necessary to navigate the online platforms. The online environment is a unique context for many students, and technological proficiency is a skill that requires development so students can better access the learning. Furthermore, the digital environment offers other opportunities for students to represent their learning in diverse ways. This includes leveraging technical tools to make their thinking visible and demonstrate growth in their learning over time. This is especially important as students gain more access to artificial intelligence tools like ChatGPT and others. Learning to use these tools to support learning will be essential.

Student Learning Goal 3:

As artificial intelligence continues to become more ubiquitous, students will develop digital literacy skills to think critically and access and represent their learning in diverse ways.

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 - Personal strengths and abilities
- Personal Awareness and Responsibility
 - Self-regulation
 - Well-being
- Other
 - Research & Information Fluency
 - Sharing & Communicating
 - Ethical Decision Making

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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Technology Readiness Survey	to be included with the first course of registration

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Staff learning sessions in staff meetings, facilitated by administrators as well as online teachers. Administrators also purchased a book for interested staff on the topic of artificial intelligence.

School Level Strategies and Structures:

Ongoing education about the updated school code of conduct and academic integrity policy.

Classroom-level Instructional Strategies:

Conversations with students and families.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Co-Intelligence: Living and Working with AI by Ethan Mollick	300

Checking for Impact

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

This priority has evolved in recent years from a technical challenge related to technical fluency as students accessed online course materials, to a challenge that is more comprehensive, and includes multiple facets of digital literacy. The technical components will continue to require our attention, especially as our school transitions to a new learner management system (D2L BrightSpace). However, the complexity of the challenge has grown as we have experienced the introduction of new artificial intelligence tools like ChatGPT. This broadens our inquiry to include ethical uses of technology and opportunities for students and staff to collect triangulated sources evidence of learning.

Recommendations for next steps for this School Student Learning Priority:

This priority will require a thorough scan of our school community. As a result, staff will need to collaborate to gather this data in a meaningful way. The scan process will inform us about a targeted focus area as we continue this inquiry.