



Ranchero Elementary School Learning Plan 2024-25



School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

General School Information:

Ranchero Elementary is a rural grade K-8 school situated on the traditional and unceded territory of the Secwepemc people. It's a 10-minute drive south of Salmon Arm off the Highway 97. We have 7 core classroom spaces, a music room, library, and a breakfast/multipurpose room. We have a large gym for an Elementary school, and it is often rented in the evening for community groups. The school grounds are surrounded by trees that add to our outdoor school atmosphere and there are two outdoor learning spaces. There are two playground structures, outdoor basketball hoops and a "Gaga" pit. There is also a large playing field, and the Ranchero sledding hill is known to be one of the best around. Ranchero students have access to a large, forested area north of the school. There is an extensive trail system, all trails are marked with names in Secwepemctsin language, and an additional outdoor teaching space was opened again to the field area.

Ranchero's student population is 150 students of which 16% identify as Indigenous students. Ranchero has sizable population of diverse learners, 15%, and we strive to provide supports in many ways for each student. Ranchero is also unique as students attend here for 9 years, from kindergarten to the end of grade 8. This allows us to get to know our students and their learning needs very well. We take pride in preparing our grade 8 students, over their years at Ranchero, for their transition to High School. Many past Ranchero students come back to visit and continue to share their learning journey with us. The Ranchero community values hard work, honesty, compassion, understanding and having fun. The school is known in the community as a positive place for students and staff and has a very good community reputation. When new families arrive, they often share that they have heard very good things about the school. Students in the community enjoy the outdoors and outdoor time with many students walking or riding their bikes to school when the weather permits.

We have 7.0 FTE Classroom Teachers, 0.9 FTE Learning Resource Teacher, 0.3 Literacy Support Teacher, 0.4 FTE Counsellor, 0.2 FTE Speech and Language Pathologist. Our 0.4 FTE Teacher Librarian is at the school twice per week and our 0.5 FTE music teacher is here all-day Mon. and Thurs. and until recess on Wed. and our 0.1 FTE Explorations teacher works on Wednesday. Our explorations include Indigenous games, cooking, dance, and outdoor education, drama, and ADST. We have 6 Certified Education Assistants, and a 0.7 FTE Principal who is also the exploration teacher and 0.2 FTE classroom teacher. We have 30 hours per week clerical and 40 hours of custodial service per week. We are allocated 3 lunch hour supervisor positions and one breakfast coordinator position.

The Ranchero PAC is highly supportive of the school, students, families, and staff. This year the PAC provided funding to extend fencing vertically near the basketball courts. The PAC also organizes hot lunches and several community building events such as the Welcome Back BBQ in September and the family movie night in winter. The PAC supports the school with the following: busing for field trips, outdoor play equipment, and funds for each classroom teacher and specialist teachers to purchase learning teaching/learning supplies.

Ranchero has several school wide activities and events that build school culture. Month end school-wide celebration and student recognition assemblies and slide shows allows us time together to clarify school expectations and celebrate school success. We have a student leadership program open to students in grades 2-8 with a 37% participation rate. There are many annual events such as the Halloween parade, penny carnival, family letter writing day,

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board games afternoon, Ranchero Run, National Indigenous Peoples Day activities, and FUN DAY! For a small school, we have an incredible robust extra curricular sports program that includes, flag football, rugby, wrestling, yoga, volleyball, basketball, cross country running and track & field opportunities.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...

Literacy Goal:	Numeracy Goal:
Students will develop competencies to meet or exceed literacy grade level expectations. Target 80 % or greater of students will be proficient at literacy and/or meet their IEP goals.	Students will develop competencies; basic math facts, grade level critical concepts, problem solving skills to meet or exceed grade level expectations. Target: 80% or greater of students will be proficient at numeracy and/or meet their IEP goals. Target: 70% or greater of grades 2-8 students will score proficient on the Level C problem solving in the spring Student Numeracy. Assessment of Critical Concepts Target: 75% or greater of grades 1-5 students will score proficient on Level A addition, subtraction, multiplication, & division computation.

Strategies and Actions:	Strategies and Actions:
Writing Educators will: Dedicate 120 minutes per day for literacy instruction and learning • Use Adrienne Gear Writing Power and Powerful Writing Structures (fiction & non-fiction) focus in classrooms • Look at increasing opportunities for “real-world” writing to increase student engagement • “Quick Writes” are used in grades 7 & 8 class • Use the Ranchero non-fiction writing form plans to ensure all students experience all aspects of the non-fiction writing curriculum • Follow the Ranchero writing year plan • Increase focus on Writing process and emphasis on revision • Explore and use student writing exemplars to support student self assessment practice Focus on writing assessment • School wide assessment focus: personal narrative in September and May, for formative assessment, student self-assessment, and to indicate learning growth over the year • Assessment tool, is Assessment is Adrienne Gear’s Writing Power Nonfiction Rubric but not limited to, Adrienne Gear Powerful Writing Structure rubric for personal narrative	Numeracy Educators will: • Dedicate at least 60 minutes per day to Numeracy instruction and learning • Focus on grade level Critical Concepts • Use SNACC assessment results (grade 1-8) to inform teaching using fall assessment or information Ed Plan Insight data system to identify struggling learners in each class and focus on areas for growth • Continue to focus on increasing problem solving from weekly to daily • Utilize Numeracy Problems of the Week resources • Incorporate math talks within instruction and learning time • Mathology resources used (currently our grade 1-7) • Continued use of Math IXI online learning at the grade 7 – 8 Div. 1 • Consider plans for school-wide focus on basic math facts focus in first term – explore • Continue to work with district numeracy helping teacher Other Supports • Indigenous Education Support Worker support in class when possible

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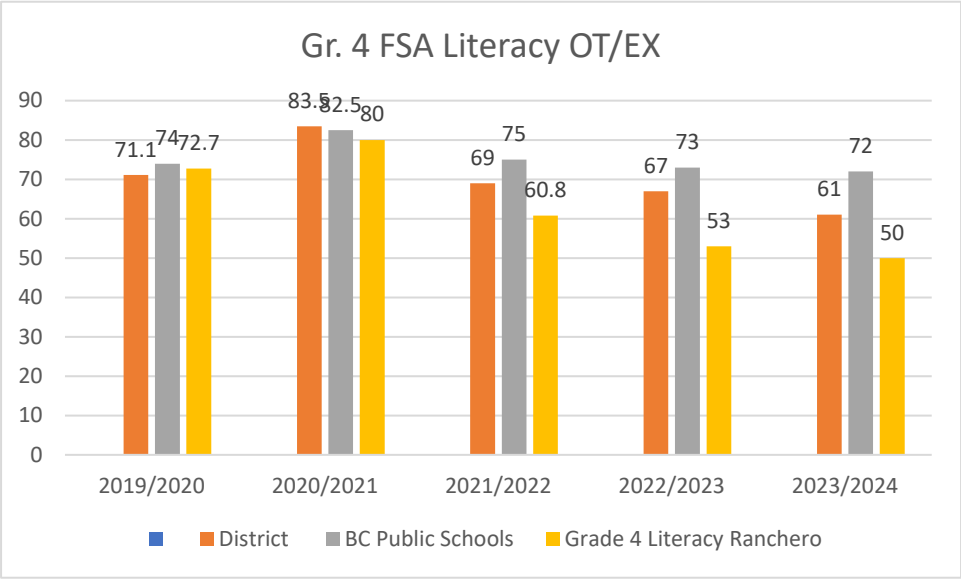
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Other assessment tools include Popey Writing Proficiency Indicators for grades K-3, Writing Power: Personal Narrative, BC performance standards Reading Educators will: • K-2 focus on phonemic awareness: Heggerty phonemic awareness program or other phonemic awareness program • K-4 focus on phonics instruction: UFLI (explicit phonics instruction program) or other phonics program • Identify struggling readers in the fall using (PM Benchmark and Fountas & Pinnell Benchmark systems) and EDPlan Insight data system • PM benchmark school data to be recorded through EdPlan Insight data in fall and spring reflected on annually to focus on class instruction and support time needs • Complete PM benchmark and/or Fountas and Pinell benchmark assessments through out the year as a formative assessment tool • Continue use of Reading Power program Other supports • Literacy Support Teacher for K-2 students • Targeted reading support in all grades • LASS One-to-One Literacy Program • Indigenous Education Worker literacy support in classrooms • Continue to resource library with high interest books and books with Indigenous content and themes	Students will: • Increase speed and accuracy to recall basic math facts • Apply a variety of strategies to solve problems • Be able to check for computation errors • Be able to verify or prove their understanding • Increase problem solving accuracy
Data to Inform/Support Literacy Goal: • Grades 4 & 7 Foundation Skills Assessment (FSA) Literacy • Grades K-8 2023 final Literacy proficiency levels • Grades 1-5 PM Benchmarks reading assessments • Grades 6-9 Fountas and Pinnell reading assessments • School Wide Write data Sept & May	Data to Inform/Support Numeracy Goal: • Grades 4 & 7 Foundation Skills Assessment (FSA) Numeracy • Grades K-8 2023 final Numeracy proficiency levels • Student Numeracy Assessment of Critical Concepts (SNACC): Gr 2-8 Level C ability to apply to use a strategy to solve a problem and correctly solve a problem Gr 1-5 addition, subtraction, multiplication & division computation • Grade 4 & 7 2023 Student Learning Survey questions “I continue to get better at math.” • Develop a Math Fact Fluency assessment to be used in fall spring, winter and spring to measure math fact fluency and retention
Data Analysis/Narrative:	Data Analysis/Narrative:

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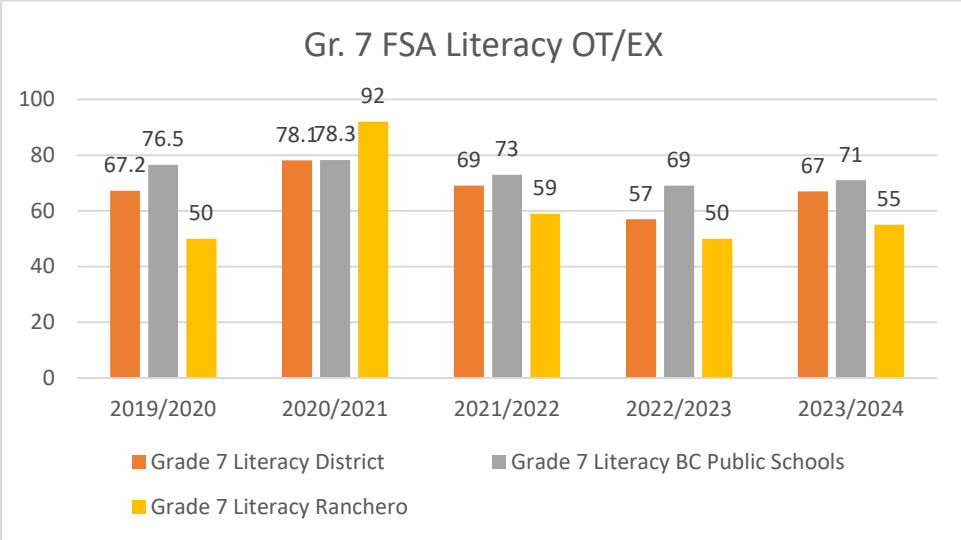
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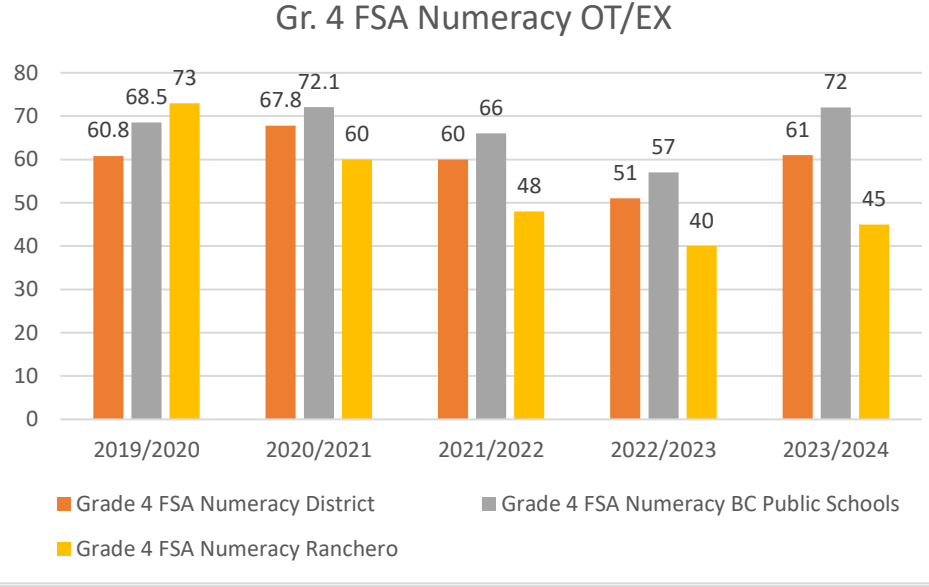
Narrative: There is an achievement wave for all writers in the province, district, and at Ranchero. There was rising achievement and then a continuous decline beginning 2021/2021 that aligns with pandemic years.

We noted that Ranchero seems to have had a greater achievement decline than District and Provincial writers.



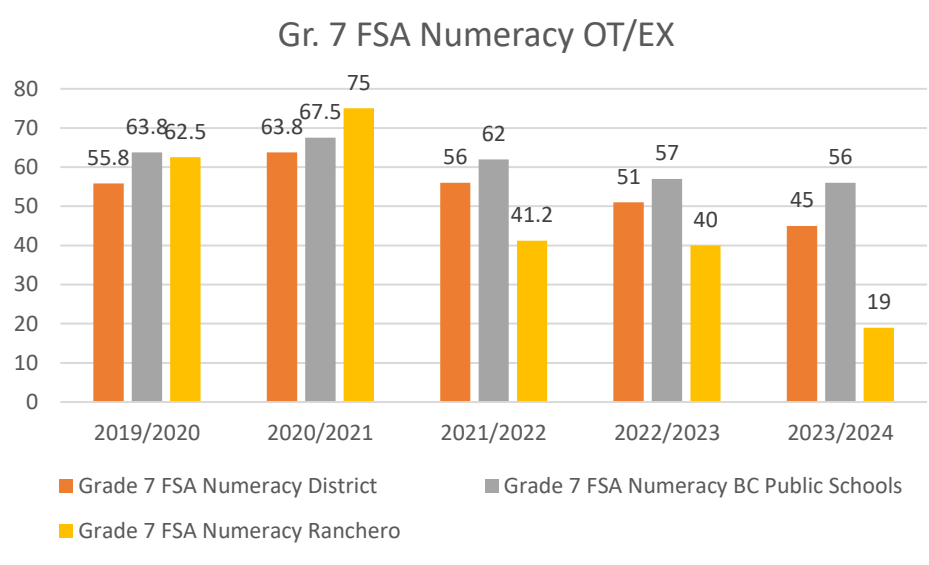
Narrative: At Ranchero Grade 7 FSA literacy achievement is lower than the grade 4 levels except for the 2023/24 year. We speculate this improvement may be the result of several years of early years literacy support.

Provincial, district, and Ranchero results improved in 2023/24. This may be due to UFLI program and our focus upon early years literacy support.



Narrative: There is a similar downward trend as with the literacy FSA data that coincides with post pandemic years.

Ranchero student grade 4 numeracy achievement is lower than our grade 4 literacy achievement.



Narrative: Grade 7 numeracy achievement is lower than our literacy achievement. We noted that problem solving was challenging for our students. We know that FSA is a “snapshot” of how students are doing, and our older students are less motivated to try their best. We noticed that our 2023/24 cohort that would have written the grade 4 FSA in 2020/2021 saw a decline in achievement when they wrote in grade 7 and that this trend is had occurred both provincially and in our SD 83 schools. Our grade 7 cohort includes our diverse learners.

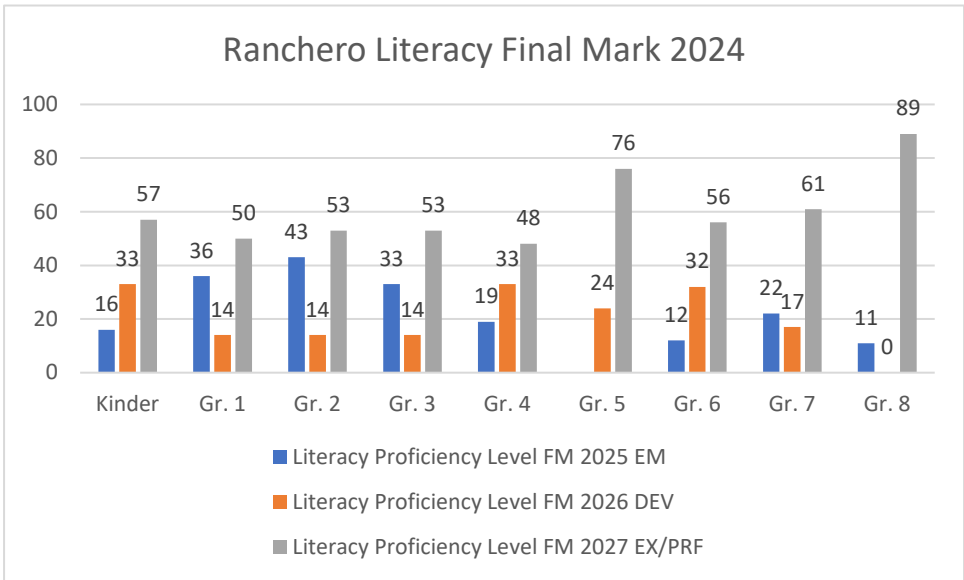
Narrative: There is a similar downward trend as with the literacy FSA data that coincides with post pandemic years. Ranchero student grade 4 numeracy achievement is lower than our literacy achievement.

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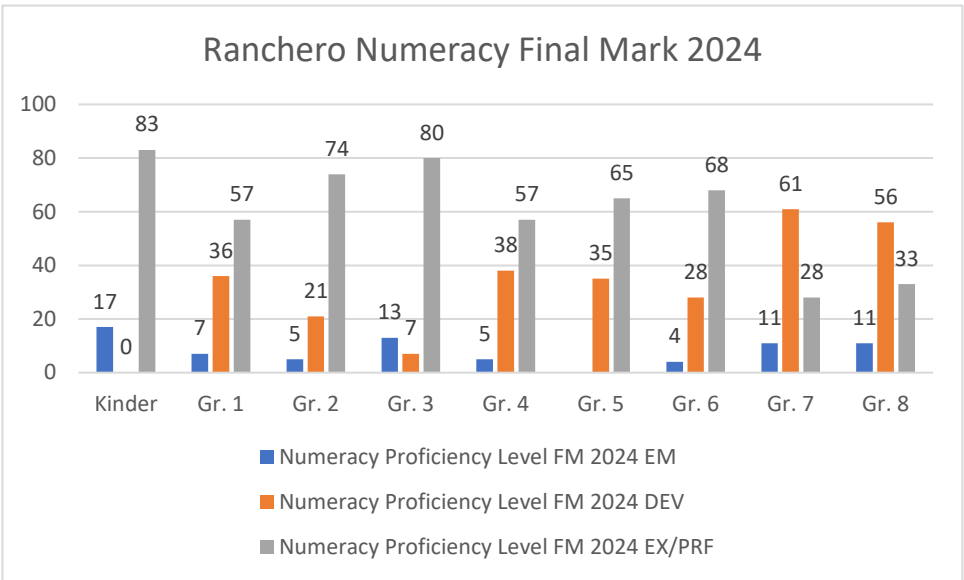
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Grades K-8 Literacy 2024 Final Mark Proficiency Levels



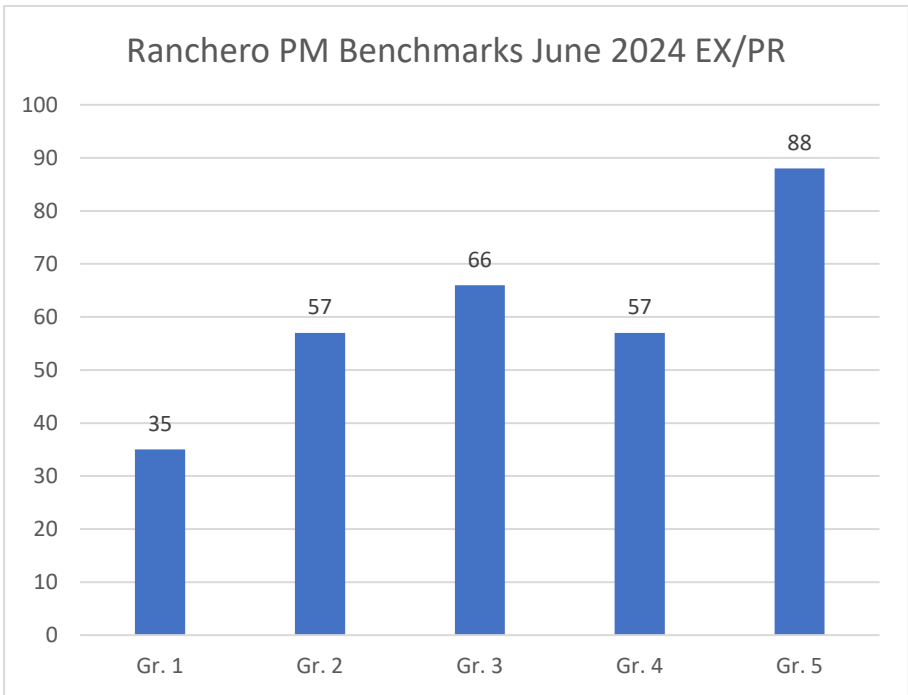
Narrative: Two of our cohort grade groups are at 76% or above proficient or exceeding level of achievement and this is an increase from 2023 results. We will continue to prioritize literacy and have added writing as a focus area.

Grades K-8 Numeracy 2024 Final Mark Proficiency Levels



Narrative: Grades last year the K and 3 students have reached at least 80% proficiency by year end. This year in grades 2, 5, 8 & 7, we have a higher number of students with Emerging and Developing proficiency levels. We will continue our focus on numeracy support for all and will prioritize support for grades 2, 5, 7, & 8

Grades 1-5 PM Benchmarks June 2024

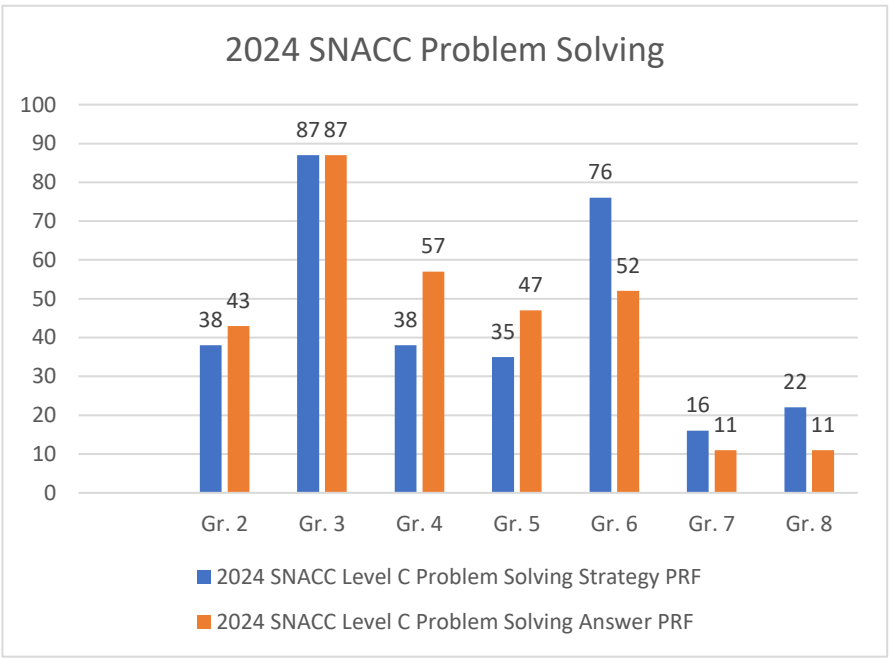


Narrative:

- We are seeing improvements in our students’ reading ability, as there has been intensive support over the last few years. However, we are noticing that our students’ writing skills are weak.
- PM Benchmark Reading assessment for grade 1-5 show most grade have 57% or greater students at the emerging or developing proficiency level. One grade has 88% meeting or exceeding grade level proficiency.
- Teacher feedback tells us that our students find writing their thoughts and opinions challenging. We are implementing a writing assessment this year to measure learning over time.

Student Numeracy Assessment of Critical Concepts (SNACC):

Grades 2-8 Level C ability to apply to use a strategy to solve a problem and correctly solve a problem.



Narrative:

- The number of students at proficient level varies greatly between grades but has improved since it has been school goal focus. Three grade cohorts exceed district averages for proficiency in problem solving. The grade 5 cohort stands out with 96% proficient at getting the correct answer to problems. Four of our grade cohorts have less than 50% proficient at problem solving.
- Students in the grades 6, 7, & 8 are struggling with more advanced mathematical concepts, due to the observation that students have difficulty with number sense and number operations. Focussed support this year, will be grades 3, 5, 6, 7, & 8

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	Student Numeracy Assessment of Critical Concepts (SNACC): Gr 1-5 addition, subtraction, multiplication & division computation 2024 SNACC Level A Math Facts PRF <table><thead><tr><th>Grade</th><th>Score</th></tr></thead><tbody><tr><td>Gr. 1</td><td>50</td></tr><tr><td>Gr. 2</td><td>62</td></tr><tr><td>Gr. 3</td><td>80</td></tr><tr><td>Gr. 4</td><td>57</td></tr><tr><td>Gr. 5</td><td>56</td></tr></tbody></table> Narrative: The Rancho numeracy goal for the last 2 years was to improve student achievement in critical basic math computation numeracy concepts. We are seeing improved proficiency achievement levels in this area.	Grade	Score	Gr. 1	50	Gr. 2	62	Gr. 3	80	Gr. 4	57	Gr. 5	56
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Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - Goals must be focused on measuring a sense of belonging. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.	Strategic Priority: Developing a Culture of Well-Being - In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> - The goal must be focused on STUDENT well-being. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.												
Sense of Belonging Goal: Students will experience a sense of belonging by developing warm, caring relationships with peers and adults. We believe in creating a school culture where both students and staff feel connected to themselves, their learning, each other, their culture, and the community. Targets	Student Well-Being Goal: Students will develop and foster a sense of self-worth, belonging, and personal initiative within a safe and caring school. Targets A 5% decrease in student responding that they feel school makes them feel stressed or worried some of the time, most of the time or all the time based on student response from the annual grades 4 & 7 student learning survey question, “Does school make you feel stressed or worried?”												

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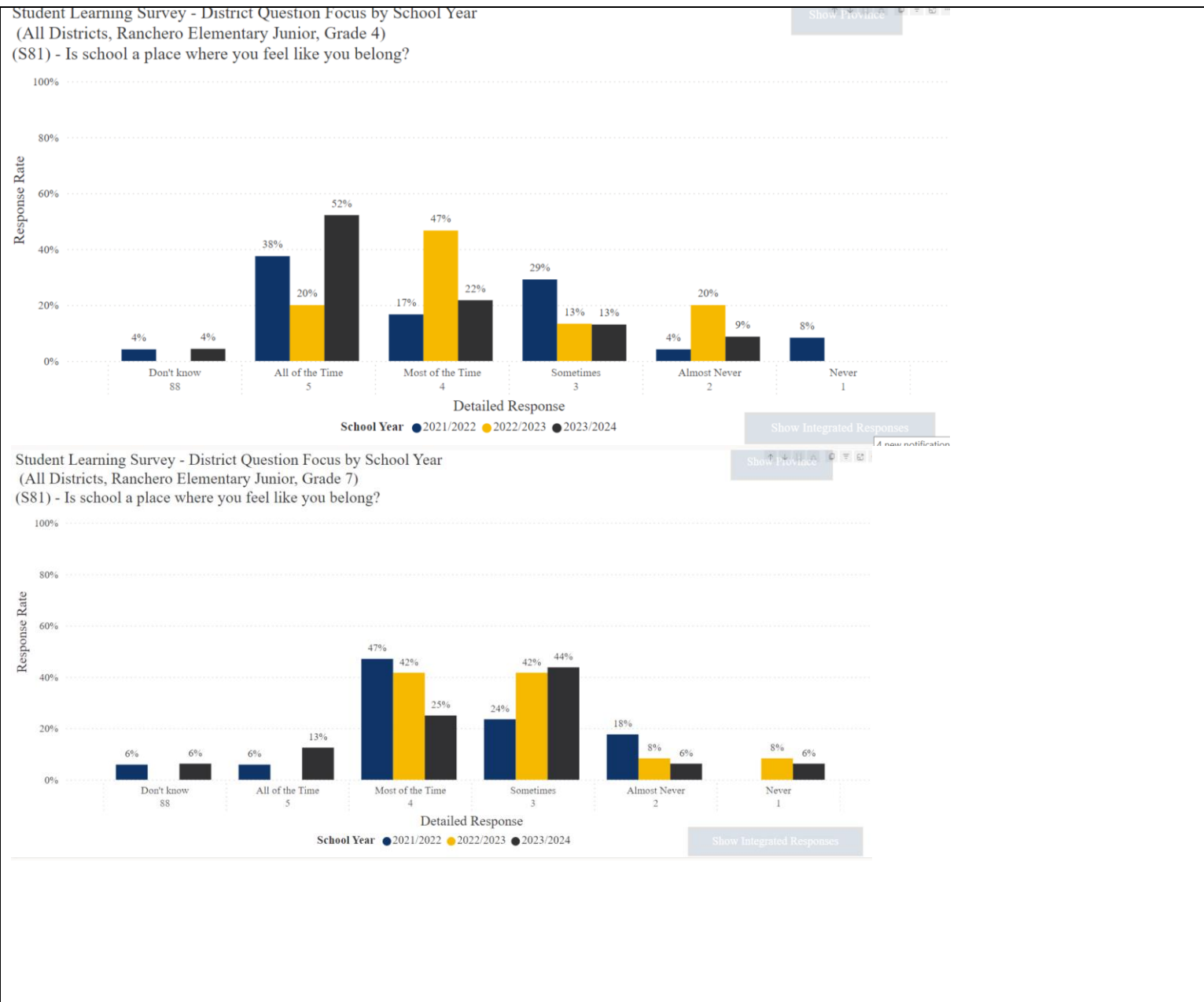
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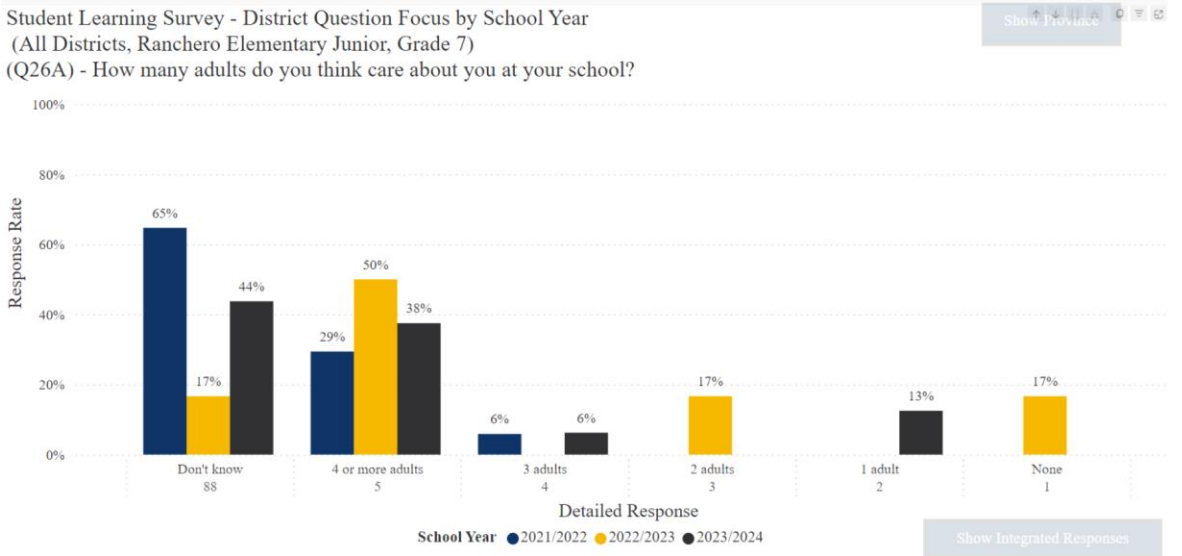
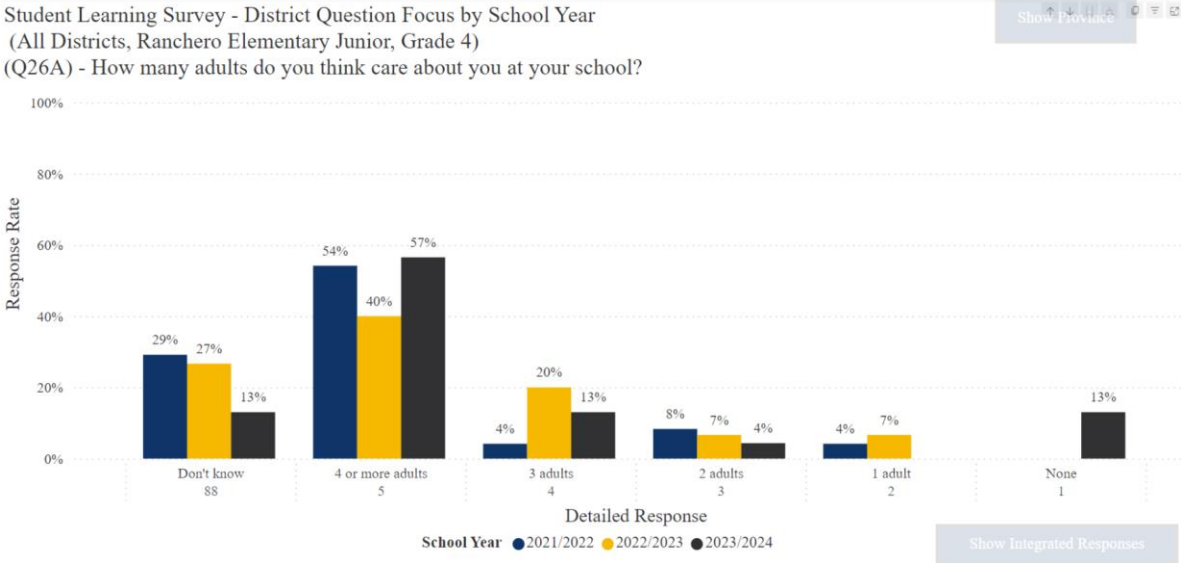
A 5% increase in student responding that they feel they belong all the time or most of the time growth based on student response from the annual grades 4 & 7 student learning survey question, “Is school is a place where you feel like you belong?” A 5 % increase in grade 7 students responding they feel 3 or more adults care about them based on student response from the annual grades 4 & 7 student learning survey question, “How many adults do you think care about you at your school?” We believe that students who have 3 or more adults they feel care about them increases their sense of belonging, feeling of safety to take risks that can improve the quality of their learning. We also believe having strong relationships aligns nicely with the district’s strategic priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i>	
Strategies and Actions: • Ranchero’s Staff have plans to develop student K-2, 3-5, and 6-8 student belonging, survey measurement tool • Embed First Peoples Principles of learning in school culture to support and offer authentic learning opportunities and resources to enhance our understandings of Indigenous culture and history • Develop teacher class resources to include more Indigenous knowledge • Consistently express our land acknowledgement during assemblies, gatherings, and meetings • Consider expanding to morning announcements, to include the land acknowledgement and each student to share or provide an acknowledgement • Secwepemc word/phrase of the week on announcements and Indigenous Ed bulletin board • Continue to incorporate place-based learning • TRC Ally teacher and IEW sharing at staff meetings • Invite knowledge keepers and elders in our school to enhance our local language and culture and provide our Indigenous students with authentic cultural connections • Plan School wide multi-age group opportunities and activities • Analyse FSA data for Indigenous Learner and Diverse Learner achievement trends to create specific goals	Strategies and Actions: • Ranchero Staff have plans to develop a student K-2, 3-5, and 6-8 well-being student survey measurement tool • Counsellor to share Go Zen and EASE program with students • Counsellor and teachers facilitated Kids in the Know lessons • Teach and reinforce Social Emotional Learning strategies to support student well-being. While Social Emotional Learning and mental health are not the same, SEL can promote positive mental health in many ways. By promoting responsive relationships, emotionally safe environments, and skills development, SEL cultivates important “protective factors” to buffer against mental health risks • In classrooms and at school wide assemblies’ students are taught WITS conflict resolution strategies WITS = Walk away, Ignore, Talk it out and Seek help. • Focus upon rebuilding staff culture to promote a safe, caring, connected, and collaborative place to work • Relocation of the music room to a more soundproof room to support the learning and teaching conditions • Celebrate our success through monthly celebration and student recognition assemblies
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
• Spring 2024 Grades 4 & 7 Student Learning Survey Questions: “Is school a place where you feel like you belong?” “How many adults do you think care about you at your school?” “Do You Feel Welcome at Your School?” • Ranchero student K-2, 3-5, and 6-8 student belonging, survey measurement tool in development • Student involvement in student leadership program	• Spring 2024 Grades 4 & 7 Student Learning Survey Questions: “Does school make you feel stressed or worried?” • Ranchero student K-2, 3-5, and 6-8 student belonging, survey measurement tool in development

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Student Learning Survey - District Question Focus by School Year (All Districts, Rancho Elementary Junior, Grade 4) (NQ16) - Do you feel welcome at your school? <table><tr><th>Detailed Response</th><th>2021/2022</th><th>2022/2023</th><th>2023/2024</th></tr><tr><td>All of the Time</td><td>52%</td><td>40%</td><td>48%</td></tr><tr><td>Most of the Time</td><td>30%</td><td>20%</td><td>30%</td></tr><tr><td>Sometimes</td><td>4%</td><td>20%</td><td>22%</td></tr><tr><td>Almost Never</td><td>9%</td><td>20%</td><td>0%</td></tr><tr><td>Never</td><td>4%</td><td>0%</td><td>0%</td></tr></table> Student Learning Survey - District Question Focus by School Year (All Districts, Rancho Elementary Junior, Grade 7) (NQ16) - Do you feel welcome at your school? <table><tr><th>Detailed Response</th><th>2021/2022</th><th>2022/2023</th><th>2023/2024</th></tr><tr><td>Don't know</td><td>12%</td><td>0%</td><td>7%</td></tr><tr><td>All of the Time</td><td>24%</td><td>8%</td><td>20%</td></tr><tr><td>Most of the Time</td><td>47%</td><td>58%</td><td>27%</td></tr><tr><td>Sometimes</td><td>12%</td><td>17%</td><td>33%</td></tr><tr><td>Almost Never</td><td>6%</td><td>0%</td><td>13%</td></tr><tr><td>Never</td><td>0%</td><td>17%</td><td>0%</td></tr></table>	Detailed Response	2021/2022	2022/2023	2023/2024	All of the Time	52%	40%	48%	Most of the Time	30%	20%	30%	Sometimes	4%	20%	22%	Almost Never	9%	20%	0%	Never	4%	0%	0%	Detailed Response	2021/2022	2022/2023	2023/2024	Don't know	12%	0%	7%	All of the Time	24%	8%	20%	Most of the Time	47%	58%	27%	Sometimes	12%	17%	33%	Almost Never	6%	0%	13%	Never	0%	17%	0%	
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Data Analysis/Narrative: Narrative: We hypothesize that by increasing students’ feelings of belonging (school community) and their sense that they are cared-for by 3 or more adults in the building, we will see a decrease in feelings that school makes them feel stressed or worried and an increase in risk-taking with their learning (resilience) and attendance. Our data shows a large percentage, 70% of grade 4s feel that 3 or more adults at the school care about them and a smaller percentage, 44% of grade 7s feel that 3 or more adults at the school care about them.	Data Analysis/Narrative: Narrative: A priority focus for 2024 – 2025 is the well-being of students The student learning survey data for the question “does school make you feel stressed or worried” indicate more grade 7s than grade 4s group feel stressed or worried about school some of the time to all the time. Of our grade 7 group, 88% feel stressed or worried about school some of the time, most of the time, or all the time. From these responses we hypothesize this may be a reason for high absenteeism levels. Priority focus is well being with attention and supports for our grade 6-8 students.																																																				

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Strategic Priority: Career Development	
- In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i> - In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.	
Strategies and Opportunities for Career Development:	
- Division 2 grade 6 & 7 Young Entrepreneur exposition - Careers exploration vis family guest speakers - Participate in Careers Week Nov 25-29 - Continue focus on student personal goals - Spaces EDU sessions available for staff - Ranchero leadership programs for grades 2-8 Number of students involved- 55 - Exploring the British Columbia K-8 Career exploration handbook for K-8 teachers at staff meeting idea Consider Interactive Classroom Chats students will learn more about different jobs through listening to volunteers talk about their work and asking them questions. Students can draw links between what they learn at school and the world of work.	
Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
- Writers Read Better- Colleen Cruz Pro D both teacher and CEA participation - K-3 7 Mighty Moves by Lindsey Kemeny Book Club- some teaching staff will participation - Teaching Phonics & Word Study by Wiley Blevins Book Club - Mathology, 5 divisions participating in pilot program - Focus on math fact fluency in fall term - Math Fact Fluency: 60 = Games and Assessment Tools to Support Learning and Retention Book - Use district provided numeracy resource - Doug Smith Helping teacher reviewing SNACC assessment data with teachers - Teacher leaders share learning at staff meetings - Indigenous Book Club – Ensouling Our Schools by Jennifer Katz	Develop goals and strategies and review progress staff meetings during staff meetings, Sept Inservice day Consult with support staff CEA, ESW, and IEW at meetings CEAs attend monthly staff meetings Share school learning plan at Nov PAC meeting and invite rights holders

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