

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:

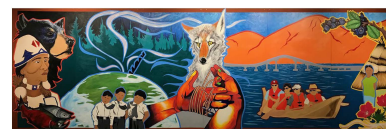
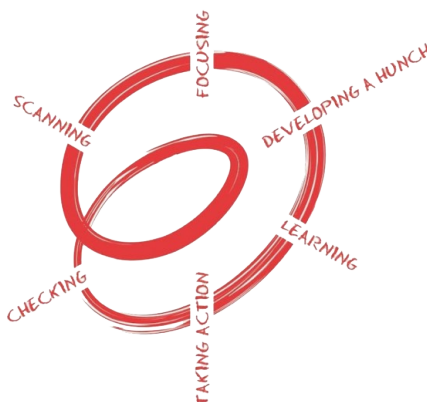
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Siglow Bellmore
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: George Elliot Secondary School

School Year: 2022-2023

School Level: Secondary School

School Type: English

Family of Schools: Lake Country/Mission Family of Schools

Overall School Population: 770

Student Population Indigenous: 117

Student Population, Children in Care: 6

Student Population, SPED: 119

Student Population, ELL: 6

Principal: Jim Laird

Vice Principal: Ryan Wakefield

Vice Principal: Darryl Smith

Grade:

☒ Gr. 4

☒ Gr. 10

☒ Gr. 11

☒ Gr. 12

Number of Administrators: 3

Number of School-Based Teachers: 47

Number of School-Based Support Staff: 30

School Community Student Learning Plan

School Learning Story

Background:

As a school, George Elliot has a long history (since 1959) of academic and athletic excellence. Over the years, there has always been a focus on graduation rates and ensuring that the children of Lake Country graduate with dignity, purpose, and options. Since 2015, the school's learning story has been anchored in starting to examine and re-imagine how education could be improved to better meet the needs of our learners. Examining everything from Assessment for Learning, to grading, and especially the focus on the curricular competencies (coming into existence in 2015) has pushed our thinking as a community of learners. This community of educators cares deeply about the students we serve, and this direction was met with excitement to make more of a difference. Through learning around the OECD 7 Principles and the work of the Modern Learners group, new thoughts and ideas about powerful teaching and learning started to emerge.

Moving to toward 2017 and through to 2020, the staff worked collaboratively with students and the greater community to create a new vision statement for George Elliot. What was developed helped to unite the staff with common purpose through it's inspirational message. "Love, Learn, Thrive" has been a cornerstone of George Elliot's work from then on. As the years continued, this vision helped to guide and align the professional learning/actions to make a bigger difference - the end goal of which is having our learners 'Thrive' and graduate as outstanding, capable, and skilled members of Lake Country and society in general. As part of this work and a highlight to share, our senior Science department has been a leader in our school and across the district re-imaging what year-end could be with their Science Olympics.

In 2021/22, the school started to explore the Spirals of Inquiry and the vehicle for school improvement as aligned with the District's work. This school year saw all teachers engage in professional learning around the Spirals with staff meeting time devoted each month to learning the process, building a professional learning and collaborative culture. And we have continued to deepen this work in the 2022/23 school year aligning our professional inquiry around our school vision and priority statements. We are learning about evidential thinking (to know and understand the difference we are making with our work) and are implementing systems and structures to think through measurement aligned with our school learning priorities and the district strategic plan. This will continue to be the focus for next year and beyond as we start to see cycles of inquiry happening and reiterating.

This is an exciting time in the learning story of George Elliot as the staff, administration, and students are connected around making positive change. As we continue our work connected with "Love, Learn, Thrive" aligning with the district strategic plan around the Spirals of Inquiry, we're in the right place to continue the history of excellence at George Elliot.

School Community Student Learning Plan

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

School scanning has been ongoing since the 2015-2016 school year. Most of this original scanning that begun looked at the students' experiences at George Elliot. Asking the usual questions from the Spirals was where the staff began. There is a detailed writeup of the scan under the school's older learning plan in 2017-18. A link to this is: [http://www.ges.sd23.bc.ca/CLP/Our%20Inquiry%20Process/Pages/2017-18.aspx#/=](http://www.ges.sd23.bc.ca/CLP/Our%20Inquiry%20Process/Pages/2017-18.aspx#/) Where we have moved to, starting last year and into this year, is speaking with students about more specifics around our priority areas and digging deeper. Each priority area has some element of ongoing scanning (not just in the beginning, but ongoing). We have been triangulating evidence based on Safir's Street Data and are even exploring qualitative data through SFU around Social-Emotional Learning. These scans are helping us to identify our baselines to inform our beliefs of teaching and learning with data.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Scanning data and empathy interview transcripts.	Greater than 90% of students believed that there are two or more adults in the building who believed that they would be a success. Students struggled in articulating their strengths and weaknesses as learners and perceived that they were not receiving feedback. Students shared that they wanted learning experiences that were useful and relevant for their futures.
Other	Artifacts of student learning.	We are noticing a range in student artifacts of learning. In looking through the OECD7 Principles lens, we certainly see some strengths and some areas for growth.
Other	YDI Survey through SFU on social emotional development.	We have yet to receive our data.

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?):

Scanning across large groups of students has evolved over time with numerous scans. The scans back in 2016 and onward led toward the creation of 'Love, Learn, Thrive': scans were clear at the time that students needed connection and love and although they felt this, there was room for improvement; scans showed that the learning experience for students could be improved and could be more engaging and relevant; and lastly, that students and staff wanted GESS graduates to thrive in their lives after school. As we continued to scan, these themes continued to emerge and motivated staff to focus in on specific learning priorities in two of these areas.

Student Learning Goal 1:

Love: All students will feel deep belonging and connection to the George Elliot community through experiencing social-emotional learning focused on wellness, inclusion, and a caring learning environment supported by evidence.

School Community Student Learning Plan

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](#):

Core Competencies

- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Valuing diversity
 - ☒ 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	Staff surveys on overall school culture	All staff (teachers, CEAs, clerical, admin) will take part.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	YDI Survey on SEL	All learners in Grade 11 will take this SFU sponsored survey to provide some baseline data for us to consider in multiple facets of a student's experience at school.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Pedagogical documentation on social engagement in class	Observations and documentation during class discussions.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student surveys on feelings about classrooms, teachers, peers, etc.	Will happen mid and end of semester via google forms and will encourage all students as part of this inquiry team to take part.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Core Competency self-reflection data	Examining how students reflection on the Core Competencies related to SEL and connection.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

The inquiry groups working around our Love goal have received a grant to hire Marilyn Green to collaborate and design learning for the teams based on the data we have collected. We also have the Coyote Council members leading their SEL groups taking a learning leadership role in leading their groups with readings and professional discussion. One of our VPs is supporting this work each meeting as well.

School Level Strategies and Structures:

We are still processing the data collected from the scans and will be receiving the YDI data in May. When we receive this, we will be coming up with school-level and classroom-level strategies to build a data framework around, implement change, and re-evaluate progress in an iterative and ongoing way. We simply have not completed the learning portion to know best what to do just yet. It will be coming in the 23/24 school year based on the data we've collected so far.

Classroom-level Instructional Strategies:

We are still processing the data collected from the scans and will be receiving the YDI data in May. When we receive this, we will be coming up with school-level and classroom-level strategies to build a data framework around, implement change, and re-evaluate progress in an iterative and ongoing way. We simply have not completed the learning portion to know best what to do just yet. It will be coming in the 23/24 school year based on the data we've collected so far.

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

District Strategic Plan - Priorities	Description
District Strategic Plan - System Wellbeing	Our Love goal really focuses on system wellbeing for our learners.
Equity in Action Agreement – Learning Environment (School Culture)	Again, our Love goal is all about purposeful connection to the greater school community and to improving school culture.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Marilyn Green Support	2000
Learning Resource	YDI Fee	1000

Checking for Impact

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

We have not finished collecting and collating our data across the school yet. We are happy with how the data is starting to come together considering that this is the first year where we've collaboratively landed on actual SMART learning priorities. We are working to have broad, triangulated sources of evidence that will give us a better picture of our current state with our priority, and will help point is toward taking specific, targeted action.

Recommendations for next steps for this School Student Learning Priority:

Continue with the data pieces, support the teams in getting more and more specific and clear on the impacts they want to make, and continue the work into year two. Each time will be looking at the professional learning they require in leading their teams around the priority and we will set funding aside for that.

School Community Student Learning Plan

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?):

Scanning across large groups of students has evolved over time with numerous scans. The scans back in 2016 and onward led toward the creation of 'Love, Learn, Thrive': scans were clear at the time that students needed connection and love and although they felt this, there was room for improvement; scans showed that the learning experience for students could be improved and could be more engaging and relevant; and lastly, that students and staff wanted GESS graduates to thrive in their lives after school. As we continued to scan, these themes continued to emerge and motivated staff to focus in on specific learning priorities in two of these areas.

Student Learning Goal 2:

Learn: All students will experience deep and powerful learning rooted in learning sciences related to how children learn best. We will empower learning environments that hold up students at the center including purposeful pedagogies of voice, inquiry, reflection, and deep meaning all anchored in core and curricular competency development, supported by evidence.

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

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

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

Functional Skills: Numeracy

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Acquire, interpret, and present information
 - ☒ Collaborate to plan, carry out, and review constructions and activities
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
- ☒ 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	Assessment and learning student self-evaluations	Each term, classes will reflect on their work ethic, their learning, and their self efficacy.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	FPPL reflections in class over time	Learners reflecting on their understanding of the FPPL as it relates to self efficacy around learning and their own identities.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Pedagogical documentation in Senior Science	Learners will reflect on their growth in the core competencies and in this content area.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Examining assessment, attendance, application of learning over time in Senior Sciences.	Looking at the data at hand, Senior Science will be triangulating data related to core and curricular competencies.

Taking Action and Learning

Leading Professional Learning:

There are many facets to our professional learning in this goal:

- Staff and curricular leader meetings around Inquiry, the Pedagogical Core, the district strategic plan, quality assessment, etc.
- AP Inquiry Seminar learning alongside OKM to collaborate around pedagogical change that will improve the learning environment for learners
- Shane Safir and Street Data inservice related to examining evidential ways of thinking that can help us better understand our learning around the pedagogical core
- Book study in the Lake Country schools related to 'Community' by Peter Block around bringing together teams to dig into positive change in schools (in particular pedagogical change)
- ILT support related to improving pedagogy and for Science Olympic shared learning and reflection
- And I am sure I am missing even more because this tends to be where, as the admin team, we put a lot of our time and effort in leading learning and supporting the change process

School Level Strategies and Structures:

- AP Inquiry 12 as a new course to model and prototype pedagogical shifts in high school
- Staff meetings and Coyote Council meetings
- A Coyote Council of 18 willing and eager teachers to come alongside admin and lead change
- Teams working across the school on inquiry and pedagogical and cultural improvement, and staff meeting time set aside for this important collaboration
- ILT collaboration and pedagogical support to foster collective efficacy
- LLC collaborative, co-teaching block to support the design of powerful, positive learning environments and pedagogies

School Community Student Learning Plan

Classroom-level Instructional Strategies:

- More responsive, ongoing assessment strategies in classrooms to support learners to grow and thrive
- Classroom level scans and data collection and triangulation to better understand the impacts of pedagogies in the short term and over time
- Collaborative structures to teachers can co-plan and co-teach (Indigenous academy, LLC support, Science olympics, etc.)
- And more specific structures will come as we start co share and examine data on a more macro scale across departments and the school.

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	This is what this priority is specifically all about.
District Strategic Plan - Transformative Leadership	The Coyote Council structure (multiple additional curricular leaders) has supported transforming the learning culture and pedagogies in the school
District Strategic Plan - System Wellbeing	Teachers who are excited about learning and improving builds collective efficacy, and the impacts on student success and wellbeing leads to overall system wellbeing.
Equity in Action Agreement – Pedagogical Core	We are specifically working to understand the core and transform the core at GESS.
Equity in Action Agreement – Learning Environment (School Culture)	This priority is all about the transformation of the learning environment supporting our 'Learn' vision that leads to students and our system thriving.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Release for school and system collaboration	20000
Staffing, Supplies	Coyote Council additions	35000
Professional Learning	Opportunities to learn alongside others outside of our district	10000
Staffing, Supplies	Food, meeting supplies, venues if necessary	10000

Checking for Impact

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

We have not finished collecting and collating our data across the school yet. We are happy with how the data is starting to come together considering that this is the first year where we've collaboratively landed on actual SMART learning priorities. We are working to have broad, triangulated sources of evidence that will give us a better picture of our current state with our priority, and will help point is toward taking specific, targeted action.

Recommendations for next steps for this School Student Learning Priority:

Continue with the data pieces, support the teams in getting more and more specific and clear on the impacts they want to make, and continue the work into year two. Each time will be looking at the professional learning they require in leading their teams around the priority and we will set funding aside for that.

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?):

This learning priority is connected to our first two (Love, Learn) and should be included based on the goals of the school district and province of British Columbia. Our district's overarching goal is: "Our learners will develop foundational skills and curricular and core competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens." Related to Thriving in our school vision, we want to track our progress of Priority 1 and Priority 2 while we have students here (ie. If we do well with Love and Learn, they should Thrive), but we want to expand this scanning into three and five years post graduation. We would like to see if the work we are currently doing and working toward is serving our students as they enter society, the work world, post-secondary school, and whatever else they experience. Essentially, is what we're doing now, helping them to Thrive (as per our school vision) in their lives after leaving our four walls.

Student Learning Goal 3:

Thrive: All students who graduate from George Elliot Secondary will enter our greater community with dignity, purpose, and options to be successful in their lives, and we will collect evidence through reflection empathy interviews to help better inform our current practices of helping our learners Thrive both today and tomorrow.

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

School Community Student Learning Plan

Core Competencies

- ☒ Communication
- ☒ Creative Thinking
- ☒ Critical Thinking
- ☒ Positive and Personal Cultural Identity
- ☒ Personal Awareness and Responsibility
- ☒ Social Awareness and Responsibility



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Grade rates	We will track this metric for all students each year.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews at the 3 and 5 year marks	We will encourage students to volunteer for two follow ups, and we will also reach out to some of our learners on the margins to ensure a broad and inclusive spectrum of graduates.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Synthesis of Love and Learn in ongoing discussions and documentation	We will try to synthesize information from all teacher learners to better understand our impact of Love and Learn on Thriving.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

We will be looking into research around jobs markets, skills predictions, and connecting with the world of industry, work, and post secondary to better understand the needs for our graduates as they enter the world.

School Level Strategies and Structures:

We will be building google forms and surveys to gather information related to interviewing grads prior to graduation and over time. Depending on what we find while gathering this data, we will bring back to the staff to learn more about as it relates to our inquiry work in Thrive, but also in Love and Learn.

Classroom-level Instructional Strategies:

The classroom strategies will depend on what we find in our learning, but also in the data from our scans. We can see how what we learn in this area will influence both priorities in Love and Learn.

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

District Strategic Plan - Priorities	Description
District Strategic Plan - Family & Community Engagement	This will have GESS connecting with past grads in the community, and it will have us reaching out with places of work and post-secondary.
District Strategic Plan - Equity & Excellence in Learning	This will lead us toward adjusting our pedagogies to support thriving in our classrooms, but also over time.
Equity in Action Agreement – Pedagogical Core	Like above, we will be adjusting our pedagogies to be more responsive to having learners thrive both in school and out in the world.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Release for careers people and inquiry team members to connect with community post-secondary.	3000

Checking for Impact

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

We have not started collecting information on this yet, but have started this year collecting evidence from empathy interviews with our learners now and speaking with students in the future. This will help us better understanding moving forward about making an impact around ensuring that students thrive now and later.

Recommendations for next steps for this School Student Learning Priority:

Design a google form for our current grads to complete, and we can create a database to follow up in future year based on our empathy interviews.