

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:

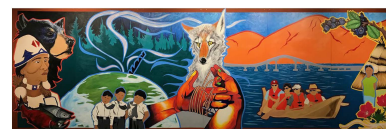
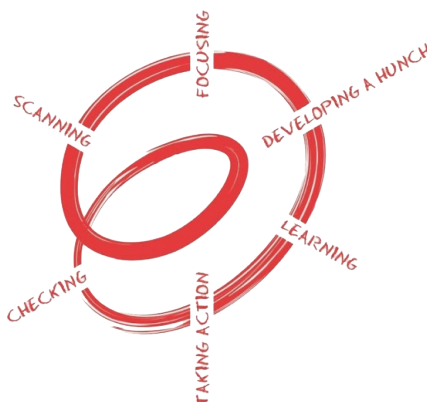
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shilow 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: 2023-2024

School Level: Secondary School

School Type: English

Family of Schools: Lake Country/Mission Family of Schools

Overall School Population: 825

Student Population Indigenous: 137

Student Population, Children in Care: 6

Student Population, SPED: 55

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: 49

Number of School-Based Support Staff: 29

School Community Student Learning Plan

School Learning Story

Background:

George Elliot has a long history (since 1959) of academic and athletic excellence. Over the years, there has always been a focus on raising 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 from a lens of creating more agency. Examining everything from Assessment for Learning, to grading practices, and especially our 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 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 its 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-imagining 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.

In 2023-24, the Coyote Council (our curricular leaders) dove deeply into our three priority areas for the school and have started creating evidential frameworks for tracking data over time. We are one of eight schools representing Canada in the OECD Schools+ Network, and this global learning is helping us at the school as well. Overall, this shared leadership, catalytic affiliation, has made a big difference in our collective work to improving outcomes for students, and it will continue as we move forward.

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. 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. As part of our scans, we've focused on all learners, including learners on the margins (Indigenous learners, exceptional learners, etc.) to make sure we are getting as accurate data as possible in our school.

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. We are also scanning former graduates about their success after leaving GESS and this data is helping us to improve our targets and our pedagogy.
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. We are working to intentionally embed the Core Competencies more thoughtfully into our learning and are seeing more evidence of this in artifacts of student learning.
Other	YDI Survey through SFU on social emotional development.	Compared to other high schools in SD23, our scores tend to be more positive across the assessment. Saying that, we have areas that we have identified that will provide insight toward the lived experience of our learners in the school.

Student Learning Priority 1

School Community Student Learning Plan

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: In alignment with our district's Strategic Plan, our priority is to cultivate a dynamic learning environment centered on inquiry-based group learning, fostering a profound sense of belonging among our students at George Elliot Secondary. Through the strategic application of Social and Emotional Learning (SEL) strategies, we aim to instill a culture of LOVE - where Learning, Openness, Valued connections, and Empathy thrive. SMART goal: to enhance student engagement, forge meaningful connections, and cultivate supportive relationships between teachers and students. By integrating foundational skills and competencies, we are committed to nurturing an inclusive and empowering educational experience that equips our students with the tools they need to succeed academically, socially, and emotionally.

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

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

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

School Community Student Learning Plan

Core Competencies

- ☒ 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 have taken 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	Core Competency self-reflection data	Examining how students reflect on the Core Competencies related to SEL and connection.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Grad rates	We will be tracking cohort graduation data from year to year. We know that this data is particular to specific cohorts, but over time hope to see trends moving toward 100% grad rates.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

The inquiry group working around our Love goal have collaborated and designed learning for the school-based inquiry team based on the data we have collected. 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. Professional learning has been done around Jody Carrington's works "Kids These Days" and "Teachers These Days."

School Level Strategies and Structures:

In our Coyote Council (curricular leader) meetings, we meet monthly, examine data, plan new learning, and plan to lead staff. We have worked closely with the data collected from the scans and will last year's the YDI data. Using this information, the Love group has come up with school-level and classroom-level strategies, ways to track impact, implement change, and re-evaluate progress in an iterative and ongoing way. We are still actively completing the learning portion best know best next moves. As we move into the 24/25 school year the data and learning will continue to guide our progress. As a specific example, we implemented a community clean-up on Earth Day alongside students, teachers, and the greater community (District of Lake Country) to build community and to get students involved with impact larger than themselves, and to create a shared culture of love in Lake Country.

Classroom-level Instructional Strategies:

We are currently processing the data collected from our scans and last year's YDI data. We have come up with school-level and classroom-level strategies and are constantly re-evaluate progress in an iterative and ongoing way. In using learning from "Kids These Days" and other resources, we have been looking strategies to implement in classrooms. As an example, we have taken an SEL-informed pedagogical approach, as led by Love team members, to practice strategies and report back on impact. As the work has spread, we have seen more uptake, and are looking at impact in the coming school year.

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	Additional Coyote Council Members	10000
Learning Resource	YDI Fee	1000
Learning Resource	Copies of books/resources	1000

School Community Student Learning Plan

Checking for Impact

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

This has been our first year of creating an evidential framework (triangulating evidence, looking at the data included) to set a benchmark on how things are going from a Love perspective in our school. As a team, the Love priority group has done an outstanding job with this; through ongoing learning and data analysis, we've started the implementation of strategies. We are working to understand the picture of our current state with our priority and examine our impact over time. Through including grad rates and some other specific data, we feel like we are starting to understand the impact of our actions.

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. We allocated additional professional learning time in staff meetings and in Implementation Day, and will continue to provide the space and time to go into more depth.

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 develop deep and powerful learning experiences, and build connections between their learning and their lives. We want to create space for students to be active participants in the learning process and value the skills they are developing. To support our process we will include student voices, shared experiences, and research.

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



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 academic and elective subjects.	We will be triangulating data related to core and curricular competencies in academic and elective courses. As part of this evidence, we are working through the framework of pedagogies of agency.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Grad rates	We will be tracking cohort graduation data from year to year. We know that this data is particular to specific cohorts, but over time hope to see trends moving toward 100% grad rates.

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 Community Student Learning Plan

School Level Strategies and Structures:

- AP Seminar Passion to Action 2 was a new course to model and prototype pedagogical shifts in high school
- Staff meetings and Coyote Council meetings
- A Coyote Council of 23 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
- Innovative course proposals for the 24/25 school year based on our learning and desire to implement change.
- We are a member of the OECD Schools+ Network (one of eight schools in Canada), and have a team of 9 teachers meeting monthly to dive into learning/pedagogical research and implement case studies and practices around cognitive engagement.

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. In this work, we have been using the OECD 7 Principles of Learning, the OECD principles around Innovative Learning Environments, and have developed in our K-12 community of practice pedagogies of agency.
- 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 transform the core at GESS through the lens of the Pedagogies of Agency and the OECD 7 Principles of Learning.
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	15000
Professional Learning	Opportunities to learn alongside others outside of our district	10000
Staffing, Supplies	Food, meeting supplies, venues if necessary	10000

School Community Student Learning Plan

Checking for Impact

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

We are getting better at understanding the current state of learning at in George Elliot, and have worked collaboratively to collect evidence along the way. We are happy with how the data is starting to come together considering that this is our second year where we've collaboratively landed on SMART learning priorities. We are working to have broad, triangulated sources of evidence that will help us continually uncover our work and impact. A great indicator of teaching and learning innovation is the propagation of new course proposals that champion agency and pedagogy - between our AP Seminar class and our integrated Indigenous Studies, we have half a dozen new course proposals being offered and run for students next year that focus on engagement and learning.

Recommendations for next steps for this School Student Learning Priority:

We will be continuing with data collection, and as a Learn team, support the larger staff team in getting more and more specific and clear on the impacts we want to make in more places, and continue the work into year three of this goal. We will continue to provide additional collaborative learning time to build our collective efficacy so we can make a bigger difference for our students. We know that if we do a great job with teaching and learning in our school, we will help all students graduate with dignity, purpose, and options.

School Community Student Learning Plan

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 will have a sense of connection and belonging to their greater community, resilience, confidence, and general ability while in school and in school and life post-grad. We will be researching and collecting triangulated evidence to assess as we go forward.

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	Grad rates	We will be tracking cohort graduation data from year to year. We know that this data is particular to specific cohorts, but over time hope to see trends moving toward 100% grad rates.

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. We also have created a database of former grads to provide us feedback on their preparedness for life after grade 12.

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:

In building on our foundation last year of 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, we have learned together about landing on a definition on what Thriving truly is. In partnership with external experts from different walks of professional life, we had learning partnerships with Jarome Iginla (ex-NHL), Darryl Neudorf (professional music producer and musician), and Sabre Cherkowski (UBC professor) to learn what thriving means in different, non-educational contexts. The learning has been rich and we have come together as a Thrive group around this learning.

School Level Strategies and Structures:

We have built a google form to gather information related to interviewing grads prior to graduation and over time. We have also created a contact list of former graduates to scan and learn back from related to the skills/dispositions/competencies they learned at GESS, and how well they were prepared for life outside of school. As we gather this data, we brought back to the larger team 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. Specifically, we have taken a deeper dive in competency-related teaching and learning; we are hearing that this is appreciated and is constantly needed, and in gathering data from learners both at GESS and post-GESS, we are hearing and seeing the impact this is having on learner confidence and competence.

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 staff and inquiry team members to connect with community post-secondary.	3000
Staffing, Supplies	Coyote Council positions	10000

School Community Student Learning Plan

Checking for Impact

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

We started collecting this data and evidence from empathy interviews with our learners now and speaking with students in the future. This is helping us to better understanding moving forward about making an impact around ensuring that students thrive now and later. What's been really exciting, as a team, is being able to broaden our learning to take in a larger scope on what Thrive can look like. This has been very powerful, and taking a lens on the success of now and in the future is helping us to reimagine what learning (and thriving as a result) can look like for all students.

Recommendations for next steps for this School Student Learning Priority:

We will be working to collected more triangulated evidence into the next year. In doing more scans and patterning the data, we will bring that information back to the team and larger staff to work alongside the other groups in service of our goal.