

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:

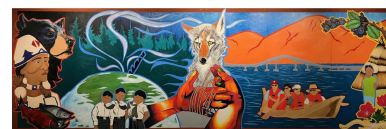
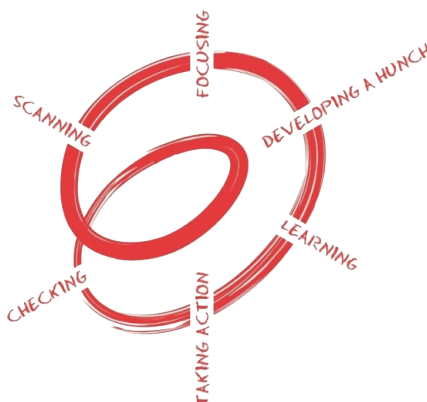
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Sgilew Excellence
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Rutland Middle School

School Year: 2023-2024

School Level: Middle School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 576

Student Population Indigenous: 83

Student Population, Children in Care: 1

Student Population, SPED: 92

Student Population, ELL: 63

Principal: Rod Baruta

Vice Principal: Derek Markides

Grade:

☒ Gr. 6

☒ Gr. 7

☒ Gr. 8

Number of Administrators: 2

Number of School-Based Teachers: 36

Number of School-Based Support Staff: 26

School Community Student Learning Plan

School Learning Story

Background:

Rutland Middle School (RMS) is an important part of the Rutland community named for John Matthew Rutland, who introduced orchards and irrigation to the surrounding area around 1900. Serving the community for nearly seventy years, our school first opened as a Gr. 7-12 school in 1949. As the community grew, a new senior secondary school was built on adjacent land in 1972, and our school became a Gr. 8-10 junior secondary. In 1993, we became a Gr. 7-9 middle school, and in 2015, transitioned to a Gr. 6-8 middle school. Our history has created an extraordinary place for RMS within our community, and generations of families have come through our halls.

RMS follows the core tenets of all successful middle schools. It is designed based on flexible scheduling, a strong advisory program, Exploratories, and community teaming where two sections of students are shared by two teachers for the core academic subjects.

In addition, RMS students enjoy the opportunity to participate in Enrichment every Wednesday. Enrichment allows students to sign up for their passions and hobbies, and learn alongside other students and staff who share the same interests including for example, choir, drama, dance, robotics, and outdoor education.

At various points throughout the year, parents/guardians/family members are invited and encouraged to join their student at the school to participate in student-led conferences, Presentations of Learning, and a variety of celebrations and performances.

Our RMS Vision Statement

As a community, our shared vision is that all RMS students will be engaged socially, conventionally, and intellectually in acquiring the attributes of an SD23 learner: thinker, learner, collaborator, contributor, and innovator, for future success as a secondary student and community member.

Establishing Our Learning Priorities

RMS engages in the inquiry process to determine our learning priorities. This process heavily involves the input and feedback we receive from students about how their educational experience is going for them. Staff gathers this feedback through a variety of methods including empathy interviews, gathering of "street data," observation, and scanning.

Inquiry is an ongoing process that does not begin and end and as such, our learning priorities continue to be informed by collected data on a regular and perpetual cycle. At the start of the 2023/24 school year, staff have already begun the process of engaging the students on their learning experiences which will inform our immediate learning priorities to frame our work moving forward.

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.**

Staff at RMS have engaged in a number of processes during an iterative cycle that is both non-linear and not confined by set beginning and end dates. In addition to cohort-wide scans, we have conducted empathy interviews, developed and administered a school-wide survey, and accessed data through UBCO that surveyed district middle level learners.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	A community of teachers conducted empathy interviews with all of the students attached to them about their learning, and things relevant to them at school.	Student agency. What certainly emerged is that students want more voice and choice in their learning. They also want more individualized learning.
Student Learning Surveys	Our WEB teachers created a survey that all students were invited to participate in. Students were asked key questions about RMS perceptions around it being a caring community.	Overall, the trend is in a positive direction but there is still room for growth.
Student achievement data	School-wide write data is accessed to determine student literacy levels.	
Other	Student Voice Committee	Representatives from each multi-age CREW class serve to share thoughts regarding school culture, success, and areas for improvement., The working group meets monthly.

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?):

Three major themes for this Student Learning Priority were determined from school scans and iterative member checking of students and staff through empathy interviews.

1. Cultural Enrichment, Community Engagement, and Indigenous Education: This theme encompasses elements such as Indigenous Teacher Tutors, Exploratories, Assemblies, Field Trips Land-Based Learning, and SOGI (Sexual Orientation and Gender Identity) education. It reflects a focus on cultural diversity, inclusion, and respect for Indigenous knowledge and traditions within educational settings.

2. Student Empowerment and Personalized Learning: This theme revolves around concepts like Enrichment, Passion Projects, Inquiry Cohorts, and Choice in Modality of Presentation. It emphasizes providing students with opportunities to pursue their interests, take ownership of their learning, and engage in self-directed inquiry and projects.

3. Collaborative Learning and Assessment: This theme involves elements like CREW, Gathering Room, and Assessment/Understanding Demonstration. It highlights the importance of collaboration, peer learning, and diverse forms of assessment that focus on understanding and demonstration rather than just traditional testing.

These themes collectively reflect an educational approach that prioritizes holistic student development, student empowerment, and the cultivation of a supportive and inclusive learning community, while also leveraging AI technology and flexible scheduling to enhance learning experiences.

School Community Student Learning Plan

Student Learning Goal 1:

To enhance student agency and advocacy for all children with respect to every aspect of their school experience.

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: Literacy

Curricular Competencies: Comprehend and connect
Create and communicate
Efficacy and Responsibility

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
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Well-being
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ 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	Empathy interviews on a regular and ongoing basis with students.	Are we interviewing a representative cohort of students that includes Indigenous children, ELL children, and students with diverse abilities?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Street data. Observing students in their classes. Talking to their teachers.	Admittedly, this is a hard one to measure from a quantitative perspective and we are still identifying ways to do so.

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

Taking Action and Learning

Leading Professional Learning:

Learning through staff meetings, curriculum team meetings and Implementation Days.

School Level Strategies and Structures:

Developing a schedule that lends itself to teachers developing a community approach to their sections.

Classroom-level Instructional Strategies:

Creating more opportunities for students to create their own schedules from week to week based on what they want to learn and when.

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	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Sending a teacher team down to visit innovative schools in Vancouver and Victoria in June.	1000

School Community Student Learning Plan

Checking for Impact

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

This is a newly identified priority so data is insufficient at this time to comment on.

Recommendations for next steps for this School Student Learning Priority:

The teaching team that is spearheading this priority is currently in beta mode with the intention to fully operationalize this target commencing in September.

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?):

Three major themes for this Student Learning Priority were determined from school scans and iterative member checking of students and staff through empathy interviews.

1. Community Engagement and Support: This theme encompasses elements such as Assemblies, Clubs, Breakfast Club, Connections, Dedicated Community Time, Communication with Parents, Advocates, Indigenous Supports, Counseling Groups, CEA Relationships, Community Events, and True 2 You. It reflects a focus on building a strong sense of community within the school environment, fostering connections between students, teachers, parents, and external support services, and providing various resources and programs to support student well-being and success.

2. Social-Emotional Learning, Literacy Interventions, and Support: This theme revolves around concepts such as Teacher Check-ins, Classroom Circles, Literacy Interventions, ELL (English Language Learners), Words Their Way, SSR (Sustained Silent Reading), Reading Clubs, Book Club, Oral Story Telling, SBT (Student-Based Teams), Counselors, Mindfulness Skills, SEL Teacher, Positive Parent Emails, Class Meetings, Peace Learning Circles, and Open Parachute. It emphasizes the importance of addressing the social and emotional needs of students, providing opportunities for self-reflection, relationship-building, and the development of mindfulness and resilience skills to support overall well-being.

3. Academic Enrichment and Support: This theme encompasses elements such as Teaching Teams, CREW, Resource, SRT (Student Response Team), Athletics, Enrichment, RSS Transitions, Digital Literacy, Use of Technology, ILT Math/English, The Foundry, SSR (Sustained Silent Reading), School store, and Teachers come in the classroom. It reflects a focus on providing academic support and enrichment opportunities for students, including access to resources, personalized learning experiences, transition support, and extracurricular activities such as athletics and enrichment programs.

Students overall report feeling connected to the school and staff but there is continued room for growth.

Student Learning Goal 2:

To increase students' social-emotional safety and wellbeing as part of the Rutland Middle School caring community.

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: Literacy

Curricular Competencies: Comprehend and connect
Create and communicate
Self-Awareness and Reflection

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
 - ☒ Personal values and choice
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Well-being
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Building Relationships



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	School-wide write and other diagnostic assessments to measure improvements to literacy rates.	Are assessments we are using culturally and social-emotionally appropriate for each student's context?

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Working alongside the ILT as a core group of Humanities teachers explore and implement innovative literacy strategies.

School Level Strategies and Structures:

Aligning core literacy teachers so as to have common prep time with teachers on other teaching teams for collaborative purposes.

Classroom-level Instructional Strategies:

Finding every child's voice through visual literacy prompts. (Presented at the district-wide symposium.)

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

District Strategic Plan - Priorities	Description
Equity in Action Agreement – Pedagogical Core	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Release time for teachers to work with the ILT.	2000

Checking for Impact

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

Through EdPlan Insite, we are able to compare year to year trends. As with student agency, this priority has been recently identified as a growth area for RMS.

Recommendations for next steps for this School Student Learning Priority:

Continue to support and learn alongside our literacy teachers as they continue to work with the ILT on innovative literacy strategies.

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?):

Three major themes for this Student Learning Priority were determined from school scans and iterative member checking of students and staff through empathy interviews.

1. Cultural Diversity, Anti-Racist, and Indigenous Education: This theme encompasses elements such as Cultural Celebrations (Diwali), Decolonizing Assessments, Land-Based Learning, Indigenous Atlas of Canada, Cultural Teachings, Tobacco Teachings, and Connection with four food chiefs. It reflects a commitment to honoring and integrating diverse cultural perspectives into the curriculum, promoting Indigenous knowledge and teachings, and fostering cultural awareness and understanding among students and staff.

2. Community Engagement and Relationship Building: This theme revolves around concepts such as Building Community Relationships, SEL Teachers, Advocates, Circle Work, Gathering Room, Staff Learning Opportunities, Walk for Wenjack, IndegenEYEZ, and Anti-Racist Education. It emphasizes the importance of building strong relationships within the school community, fostering a sense of belonging and inclusion, and promoting social-emotional learning, advocacy, and cultural humility among both students and staff.

3. Experiential Learning and Inquiry-Based Education: This theme encompasses elements such as COTA Inquiry Group, Maker Spaces, Large Map Lessons, 13 Moons Calendar, Land Acknowledgements, Co-Creating Classroom Expectations, and Learning about different cultures. It reflects a focus on hands-on, experiential learning approaches, inquiry-based education, and the integration of Indigenous perspectives and knowledge systems into the curriculum. Additionally, it highlights the importance of providing students with opportunities for choice and agency in their learning experiences.

These themes collectively underscore a comprehensive approach to education that addresses literacy needs, integrates technology, and promotes community engagement and enrichment opportunities for students.

Through scans of Indigenous students, we have been able to identify a positive trend towards Indigenous students feeling connected to members of staff. Additionally, we are noticing that awareness and knowledge of Indigenous ways of knowing and doing are becoming increasingly prevalent throughout the entire student body. Decolonization of education affords for inclusive and wholistic education for all students.

Student Learning Goal 3:

Continue to focus on decolonizing education with a specific contextual lens of Indigenous knowledges.

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

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- ☒ 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: Literacy

Curricular Competencies: Critical Thinking
Activism and Inclusion
Democracy and Citizenship

School Community Student Learning Plan

Core Competencies

- ☒ Communication
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- ☒ Social Awareness and Responsibility
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 - ☒ Solving problems in peaceful ways
 - ☒ 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	Cohort scans and individual empathy interviews with students to determine school connectivity and satisfaction.	Do students have access to culturally relevant resources and staff where they feel comfortable expressing their culture and learning further about their culture?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Middle development index district report responses.	How authentic is the data?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Personalized weekly land acknowledgements	Our Social Emotional Support Teacher has worked alongside teachers to support in learnings regarding connections to land. A measure of the evolution of knowledges is personalized connection and gratitude to land through land acknowledgments

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews and conversations with students about what they know about indigenous ways of knowing and doing and the "why" behind the learning.	The need to ensure an accurate and representative sample of students to speak to during our scans. (ie. socio-economic, different nations, Métis, Indigenous, and First Nations Peoples)

Taking Action and Learning

Leading Professional Learning:

Working groups with UBCO and IndigenEYEZ

School Level Strategies and Structures:

Implementation Day specific learning and teaching. Utilization of the curriculum lead team to shape direction for staff meetings, team meetings, and school focus.

Classroom-level Instructional Strategies:

Embedding of the First Peoples' Principles of learning into classroom pedagogy. Supported by the school Indigenous support teacher and advocates. Members of ILT and Elders.

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	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Classroom support etc.	

School Community Student Learning Plan

Checking for Impact

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

We have implemented a number of strategies to increase student connections to RMS through approaches such as enhanced morning advisory, spirit days and weeks, and house teams. Year over year data shows growth in the number of students feeling connected to the school and identifying at least two adults that they feel care for them.

Recommendations for next steps for this School Student Learning Priority:

Continue the work that has been implemented. Reconfigured the admin offices to better accommodate an "open door" policy for students to have access to the principal as much as is practically possible.