

<b>School Name:</b>	<b>Ripple Rock Elementary</b>
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## Section 1 – Our Context

Ripple Rock Elementary is the northernmost school in the Campbell River. It has a large catchment, serving families from Evergreen Road to Race Point, and west towards Strathcona Park. There are 311 students enrolled in grades K – 5. Approximately 38% of our students are indigenous, primarily from the Wei Wai Kum and We Wai Kai nations. We have our School District's Kwakwaka and Likwaka Kindergarten – grade 5 language program at Ripple Rock.

Students and staff at Ripple Rock are a part of an amazing community of learners. Evidence of pride in local culture and commitment to reconciliation is evident as you move through our building. Our school is an inclusive environment that honours and embeds indigenous ways of knowing into every day.

Over the past two years, we began making headway into our school-wide literacy goal. Last year, we added a social emotional goal and are beginning to see results from this focus. This year, our staff is responding to a need to improve numeracy achievement, as well as continuing to work towards our literacy and social emotional goal.

## Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in **Student-Centered Learning Environments: Students feel welcomed, safe, connected and experience belonging in their school. Attribute: Students demonstrate resilience, grit and social intelligence at school.**

Part 1: What would we observe students doing and demonstrating?	S1	Students are on task during classroom activities. They are using self-regulation strategies to support their learning, Their words reflect growth mindset language.
	S2	Students are resolving conflict using their words to make the problem smaller and seeking adult help when their words aren't working.
	S3	Students are able to discuss and reflect on their actions, and recognizing when they need adult support. Students are taking responsibility for actions.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Educators are explicitly teaching growth mindset, perseverance and self-regulation strategies, as well as modelling them in class.
	E2	Educators (and leaders) are available as supports and role modelling problem solving during free play times, providing opportunities to practice problem solving when not in the moment.

	E3	Educators are providing opportunities for safe challenges, supports (time, space, language, tools) in order to communicate about their actions.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Tasks are differentiated to provided access point for each student. Strategies/resources such as teaching mindfulness, identifying feelings (Second Step, Zones of Regulation, Kids in the Know)
	T2	Tasks involve core competencies reflections, goal setting.
	T3	Tasks involve core competencies, as above. Alternate space like adult-supported break room, structured writing/pictures to support students with difficulty verbalizing
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leaders are meeting with staff/SBT regularly to ensure resources are available, connecting teachers with district coordinators in SEL to build capacity, supporting school-wide initiatives – Ripple Rock Stars, monthly assemblies.
	L2	Leaders are supporting staff members when student requires help in the moment.
	L3	Leaders providing opportunities to recognize self-regulation, perseverance, grit, growth mindset in assemblies, principal's lunch. Leaders are tracking recognition.

### Bracketing Our Work – Our Leadership Impact Statement:

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

- Click or tap here to enter text.
- Click or tap here to enter text.

Then we will observe...

- Fewer office referrals
- Students able to solve many small disputes in peaceful ways
- Students attending and happy at school
- Students using the language of the monthly focus
- Students willing to engage in learning activities that are within a zone of proximal development

Educators (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Students (lagging indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show...”

- Click or tap here to enter text.
- Click or tap here to enter text.

### Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Review staff reflection at June staff meeting	February:	Monthly focus - grit
September:	Review with staff, PAC – Ripple Rock stars, progress in goal area. Work with itinerant team to build supports for students needing start up support	March:	Monthly focus- curiosity Cardboard Masterpiece school wide project
October:	Plan assembly/monthly focus. Begin school-wide monthly focus – social responsibility – end of month	April:	SEL/CIA Residency with Char Monthly focus - Zest
November:	Monthly focus – grit/growth mindset	May:	Call back any trait from the year
December:	Monthly focus - gratitude	June:	Click or tap here to enter text.
January:	Invite SEL coordinator to staff meeting to continue to build capacity with educators	July:	Click or tap here to enter text.

### Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

- Check in with staff at classroom reviews in October – what supports do they need for tier 1 teaching, which students need tier 2 or 3 intervention.
- Staff meeting check in around SEL/CIA learning opportunities
- Opportunities to work with Char – Look up/track sign up rate

Our Internal, School-Based Celebrations of Impact Date(s):	Track Ripple Rock starts – link to school wide rewards Weekly prize – swim/skate passes Principal’s lunch for monthly focus
Link to learning log(s):	Click or tap here to enter text.

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Our District Celebration of Impact Date: [Click or tap here to enter text.](#)

## School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Evolving for Tomorrow: Grade-level proficiency in literacy/ Honour Indigenous World Views and Perspectives: Equitable education outcomes for Indigenous students.</b>		
Part 1: What would we observe students doing and demonstrating?	S1	Students are using decoding skills and strategies to read text
	S2	Students can communicate information orally and in writing.
	S3	Students can comprehend written text at grade level.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Educators are using Literacy Framework and Resource binder scope and sequence to teach skills connected to the 5 pillars of literacy. Educators are building code-based skills necessary for decoding.
	E2	Educators are using Literacy Framework and Resource binder. They are supporting students as they structure their ideas and begin to write sentences or paragraphs. Educators are providing adaptations such as speech to text to support students as needed.
	E3	Educators are cultivating a love of reading – sharing stories, authors, literature-rich classroom. Educators are using strategies such as visualizing, making predictions, questioning, clarifying and summarizing.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Daily practice, ongoing check ins, tasks structured to support students where they are based on DIBELS screener and PRESS tool.
	T2	Graphic organizers, sentence frames, spelling from literacy framework, mini lessons on writing skills. Progress is monitored using writing rubrics/ scope and sequence.
	T3	Tasks involve choice and voice. Strategies are modelled using think-alouds, “I do, we do, you do” Specific vocabulary instruction – read across the curriculum
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Supporting with time during Screeners, and assessments, meeting with teachers and learning support/coordinators to help plan and build capacity.
	L2	Opportunities for teachers to collaborate and assess, professional development time and money.
	L3	Leaders are supporting educators by offering resources, time with literacy coordinators, to build capacity and ensure all staff are confident using the Literacy Framework.

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## Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus

August:	Introduce literacy framework binder and resources	February:	Click or tap here to enter text.
September:	DIBELS, planning intervention cycle 1 – grade 2-4 Beginning assessments as in framework	March:	Click or tap here to enter text.
October:	School based Literacy team plan to support school wide write/ other areas of literacy Ongoing teacher using lit. framework as basis for planning	April:	Click or tap here to enter text.
November:	School wide write & assessment in grade group teams.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	Click or tap here to enter text.
January:	DIBELS – analysis and planning of intervention Audra - residency	July:	Click or tap here to enter text.

## Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

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## School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Evolving for Tomorrow: Grade-level proficiency in numeracy/ Honour Indigenous World Views and Perspectives: Equitable education outcomes for Indigenous students.</b>		
Part 1: What would we observe students doing and demonstrating?	S1	Students can communicate (demonstrate and apply) their understanding of curricular competencies and knowledge. They represent their thinking in concrete, pictorial and symbolic ways.
	S2	Students demonstrate grade level fluency with basic math facts and grade level computational fluency (flexible decomposing and composing).
	S3	Students engage in problem solving experiences (including experiences connected to place, story and perspectives relevant to local First Peoples communities) where they explain and justify their ideas, as well as reflect on their mathematical thinking.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Educators will use strategies such as number talks, three-act problems, esti-mysteries, math journals where students practice representing thinking in a variety of ways.
	E2	Educators using pre-unit formative assessments to understand needs of their students. Educators are collaborating to plan assessments that align across grades/school.
	E3	Educators use real life problem solving situations & games that allow students to explore solutions from different angles. Educators are looking for situations where number is involved in other areas of learning.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Tasks involve low floor/high ceiling activities, math mats. Students have opportunities to collaborate and explain their thinking.
	T2	Daily tasks or games that allow practice to build comprehension, then fluency.
	T3	Low floor/high ceiling. Tasks have different entry points, opportunities to collaborate and reflect.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leaders are supporting staff by facilitating numeracy team, professional development with numeracy coordinator and out of district numeracy educators.

	L2	Leaders support opportunities for educators to build capacity through professional learning and share their learning with the other members of the staff.
	L3	Leaders are meeting with educators, SBT to ensure necessary resources are available.

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### Goal # 3 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Carole Fullerton – ½ day pro d Tara and Kim – sharing math learning from October conference
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
October:	Tara and Kim to Whistler for Math conference. BCTF – numeracy grant to Tara and Kim	April:	Carole Fullerton at Ripple Rock
November:	Jessica residency	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	Click or tap here to enter text.
January:	Carole Fullerton – ½ day pro d	July:	Click or tap here to enter text.

### Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

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