**Student Achievement Plan 2024-2025**



|  |  |
| --- | --- |
| **School Name:** | **Sayward Elementary** |

|  |
| --- |
| **Section 1 – Our Context** |
| We have an amazing school community comprised of 50 students from Kindergarten through to grade 5. Some students live in the village of Sayward, but the majority of students live in the Sayward Valley and are bussed to school. 30% of our population is indigenous. The school is divided into three divisions: K/1 class with 21 students; 1/2/3 class with 14 students; and a 4/5 class with 15 students. Sayward is nestled into the hills surrounding the community and we can hear the river and see the forest all around us. We often have wildlife who come to visit including bear, elk, and occasionally, cougar. Historically, this school has struggled with maintaining consistent staff and often, each September brings in a completely new teaching staff and Admin. The result has been that many students, particularly from grades 3 to 5, have gaps in their learning, struggle to connect to staff, have attendance issues, and more. There are some staff members this year who were here last year and some support staff who have been here several years. Last spring we begin the process of creating a school where students come to learn because they want to learn and see the value in it through implementing the Circle of Courage concepts as our whole school philosophy. A substantial component of this rests in developing a sense of belonging at the school and in staff developing strong relationships with students. Only then, can we start to build academic success for our students. |
| **Section 2 – School Goals/Observables/Action Plans** |
| School-Wide Observable Vision for Success in **developing an increased sense of belonging at Sayward Elementary through the lens of the Circle of Courage ©** |
| Part 1: What would we observe students doing and demonstrating? | S1 | Belonging - Students interacting positively, forming friendships, and including peers in activities. Including, acts of kindness, and encouraging each other, older students helping younger ones, playing cooperatively  |
| S2 | Mastery - Students actively participating in class discussions and activities, showing enthusiasm for learning. Doing group projects and collaborative learning where students work together and value each other’s contributions. |
| S3 | Independence - Students feeling safe to express their thoughts, ideas, and concerns. They know their voices are heard and respected.Generosity – helping each other, volunteering within the school, inviting others to join in, give back to the school and greater community |
| Part 2: What would Educators be doing and demonstrating to make this happen for each student? | E1 | Educators are integrating diverse cultural perspectives into the curriculum and celebrating various cultural events and holidays.They are using diverse materials and resources that reflect the backgrounds and experiences of all students. |
| E2 | Educators are demonstrate respect for all students by using inclusive language, respecting pronouns, and addressing any form of discrimination or bullying.They are teaching and modelling empathy by encouraging students to understand and appreciate the perspectives and feelings of their peers. They create safe and supportive environments where students feel comfortable expressing themselves.Ensure access to counseling and mental health resources, and normalize seeking help for mental health concerns. |
| E3 | Take the time to get to know each student personally, understanding their interests, strengths, and challenges. Encourage students to share their thoughts and feelings, and ensure they feel heard and valued. |
| Part 3: What are the types of tasks/assessments would we see in a classroom? | T1 | Students work in groups to complete projects that require teamwork, problem-solving, and creativity. Tasks that integrate multiple subjects, allowing students to explore topics from different angles and make connections between their learning. |
| T2 | Offering assessments in different formats, such as written, oral, visual, and kinesthetic, to cater to diverse learning styles and strengths.Providing students with options for how they demonstrate their learning, whether through essays, presentations, art projects, or other mediums. Tasks that focus on developing students' emotional intelligence, empathy, and interpersonal skills through role-playing, discussions, and reflective writing. |
| T3 | Have assignments that allow students to explore and share their own cultural backgrounds and learn about others. This could include creating cultural artifacts, presentations, or research projects.Tasks that involve students in community service activities, linking classroom learning to real-world applications and fostering a sense of civic responsibility.Bringing in outside experts or visiting local sites to enhance learning and provide diverse perspectives. |
| Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom? | L1 | Maintain open lines of communication with teachers, staff, students, and parents. Help to create safe spaces where everyone feels comfortable sharing their thoughts and concerns. |
| L2 | Conduct regular check-ins with teachers to discuss their progress and challenges in creating inclusive classrooms. Offer constructive feedback and support.Collect and analyze feedback from students about their sense of belonging and inclusion in the classroom. Use this feedback to inform and improve practices. |
| L3 | Foster a collaborative school environment where teachers can share ideas, resources, and strategies for promoting inclusivity. Encourage teamwork and peer support.Organize Pro D that is focused on inclusivity and belonging, where teachers can engage in ongoing learning, discussion, and reflection on their practices. |
|  |
| **Bracketing Our Work – Our Leadership Impact Statement:** |
| “If we…(insert leadership team actions, professional learning actions, calendar, timelines)… |
| * Create a welcoming space that all students are proud of
* Click or tap here to enter text.
 |
| Then we will observe… |
| * Excitement and desire to contribute to the environemnt
* Click or tap here to enter text.
 |
| Educators (leading indicators): |
| * create engaging and equitable classrooms, committed to modeling respectful behavior, celebrating diversity, and building strong relationships within our community.
* Click or tap here to enter text.
 |
| Tasks/Assessments (leading indicators): |
| * Will be engaging, inclusive, spark passions and give every student the opportunity to truly show what they know in a way that supports their learning style.
* Click or tap here to enter text.
 |
| Students (lagging indicators): |
| * feel safe to express their thoughts, ideas, and concerns. They know their voices are heard and respected. Smiles, laughter, and there is a generally positive mood among students. They feel at home and look forward to being at school each day.
* Click or tap here to enter text.
 |
| And our data/evidence (lagging indicators) will show…” |
| * Increased engagement and attenance, student and staff positivity, increased academic success, evidence around the school of projects and pride in the environment (art, writing projects, class and whole school collaborative works)
* Click or tap here to enter text.
 |

|  |
| --- |
|  |
| **Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus** |
| August: | Review previous year’s goals | February: | Monthly review  |
| September: | First staff review of last year’s goals | March: | Circle of Courage Assembly |
| October: | Revise, reset goals | April: | Monthly review |
| November: | Finalize goals – ensure the Circle of Courage Board is ready to go ( have teachers notice the areas of the circle that students display and acknowledge it on the board) | May: | Circle of Courage Assembly |
| December: | Review / revise the goal | June: | Circle of Courage Assembly and review of year |
| January: | Begin the Circle of Courage Assemblies | July: | Begin to explore any revisions needed for next year. |
|  |
| **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)* |
| As we are a very small school, we do informal check-ins on a regular basis. We also have it on our staff meeting agendas as standing item we review at every meeting. ontinuous Reflection: Regularly assess (and reassess) and reflect on our progress in fostering a sense of belonging through the lens of the Circle of Courage. By embedding the principles of the Circle of Courage into our vision and practices, we can create a school environment where every student feels a profound sense of belonging, empowerment, and community. |
|  |
| Our Internal, School-Based Celebrations of Impact Date(s):  | On the dates of our Circle of Courage Assemblies |
| Link to learning log(s):      | Click or tap here to enter text. |
|  |
|  |
| 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 **connecting our vision of belonging through using the Circle of Courage, to other curricular areas and in particular in literacy skills (reading and writing)** |
| Part 1: What would we observe students doing and demonstrating? | S1 | Belonging – students are engaged in reading sotries that reflect versions of themselves in culturally appropriate literature. They can connect to the stories and the characters. They are engaged in respectful discussions with peers based on readings, litening to others’ perspectives.They are writing about community, how they see themselves in the community and how their cultural background is important.  |
| S2 | Mastery - students are developing their reading and writing skills through diverse and challenging texts. They become excited to expore text twhere they see themselves. They set setting personal goals and celebrate their achievements. The students share their work, accept feedback, and refine their skills.  |
| S3 | Independence – they are able to choose books that interest them, learn ways to express their own stories and perspectives, do independent research projects on topics they are passionate aboutGenerosity – they can help peers to edit their work, and give productive feedback on each other's work, They are creating projects that benefit the community, such as creating informational brochures, writing letters to local leaders, or composing stories for younger students. They participate in events to share their writing with others in the community such as family nights, school bulletin boards, and/or assemblies.  |
| Part 2: What would Educators be doing and demonstrating to make this happen for each student? | E1 | Belonging - Incorporate books and reading materials that reflect diverse cultures, backgrounds, and experiences. This helps students see themselves and others in the stories they read, fostering a sense of connection and empathy. Encourage respectful dialogue and listen to each other’s perspectives.Assign writing projects that focus on community, such as essays about students' families, cultural traditions, or local heroes. This helps build a sense of belonging and pride in their backgrounds. |
| E2 | Mastery - Provide opportunities for students to develop their reading and writing skills through diverse and challenging texts. Encourage progress by having them set personal goals and celebrating their achievements. Offer writing workshops where students can share their work, receive feedback, and refine their skills.  |
| E3 | Independence – have students choose their own books/sories to foster independence and self- expression. Have students write personal narrative writing projects where they can express their own stories and perspectives.Generosity – have students participate in peer editing and learn to give and receive constructive feedback. Students can create community proijects such as a brochure about their community, write letters to local leaders or make up stories for younger students. |
| Part 3: What are the types of tasks/assessments would we see in a classroom? | T1 | Formative AssessmentsTeachers observe students' participation and interactions during class activities, noting their progress and areas for improvement.Quick reflections or answers to questions given at the end of a lesson to gauge understanding and gather student feedback.Teachers keep notes on students' behavior, achievements, and challenges to inform future instruction and support. |
| T2 | Summative AssessmentsStudents complete projects or give presentations that showcase their learning and mastery of a topic. These can be individual or group efforts.Collections of student work that demonstrate their progress and achievements over time, often including self-reflections.While sometimes necessary, these assessments can be prepared for with inclusive practices to reduce stress and anxiety. |
| T3 | Students provide feedback on each other’s work, fostering a collaborative and supportive learning environment.Students reflect on their own learning, identify their strengths and areas for improvement, and set goals for future growth. Students keep track of their reading activities, reflect on what they’ve read, and share their thoughts with the class.Written assignments that demonstrate students' comprehension and critical thinking skillsStudents write about their personal experiences, feelings, and growth related to the principles of the Circle of Courage.Evaluations can be based on participation in group discussions about themes of belonging, mastery, independence, and generosity. |
| Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom? | L1 | Demonstrate respect, empathy, and inclusivity in interactions with students, staff, and parents, setting a positive example for the school community.Recognize and celebrate the efforts and successes of teachers and students in promoting a sense of belonging and using inclusive assessments. |
| L2 | Provide teachers with access to diverse instructional materials and assessment tools that cater to different learning styles and needs.Ensure there are adequate support systems in place, such as LST. Foster a collaborative atmosphere where teachers can share best practices, resources, and strategies for inclusive assessments.Provide Pro D where teachers can engage in ongoing learning and discussion about inclusive teaching and assessment practices. |
| L3 | Conduct regular check-ins with teachers to discuss their progress and challenges in creating inclusive classrooms. Provide constructive feedback and support.Collect and analyze feedback from students about their experiences with assessments and their sense of belonging. Use this data to inform improvements. Use assessments such as DIBELSMaintain open lines of communication with teachers, students, and parents/caregivers, creating a safe space for sharing ideas and concerns.Show a commitment to continuous improvement by participating in professional development opportunities focused on inclusivity and belonging. |

|  |
| --- |
| **Bracketing Our Work – Our Leadership Impact Statement:** |
| “If we…(insert leadership team actions, professional learning actions, calendar, timelines)… |
| * integrate the principles of the Circle of Courage into our literacy curriculum
* Click or tap here to enter text.
 |
| Then we will observe… |
| * an increase in student engagement, a stronger sense of community, and improved academic performance
* Click or tap here to enter text.
 |
| Educators (leading indicators): |
| * use differentiated and inclusive assessment strategies
* DIBELS Data
 |
| Tasks/Assessments (leading indicators): |
| * peer reviews, reflection journals, and project-based learning
* Click or tap here to enter text.
 |
| Students (lagging indicators): |
| * demonstrate increased confidence, collaboration, and creativity in their reading and writing tasks
* Click or tap here to enter text.
 |
| And our data/evidence (lagging indicators) will show…” |
| * enhanced literacy skills, higher student participation, and a positive impact on social-emotional development
* Click or tap here to enter text.
 |
|  |

|  |
| --- |
| **Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus** |
| August: | Click or tap here to enter text. | February: | Click or tap here to enter text. |
| September: | Click or tap here to enter text. | March: | Click or tap here to enter text. |
| October: | Click or tap here to enter text. | April: | Click or tap here to enter text. |
| November: | Click or tap here to enter text. | 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: | Click or tap here to enter text. | 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)* |
| Same as for the first goal. |
|  |
| Our Internal, School-Based Celebrations of Impact Date(s):  | Click or tap here to enter text. |
| Links to learning log(s): | Click or tap here to enter text. |
|  |  |
|  |
| 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 **<Insert goal #3>** |
| Part 1: What would we observe students doing and demonstrating? | S1 | Click or tap here to enter text. |
| S2 | Click or tap here to enter text. |
| S3 | Click or tap here to enter text. |
| Part 2: What would Educators be doing and demonstrating to make this happen for each student? | E1 | Click or tap here to enter text. |
| E2 | Click or tap here to enter text. |
| E3 | Click or tap here to enter text. |
| Part 3: What are the types of tasks/assessments would we see in a classroom? | T1 | Click or tap here to enter text. |
| T2 | Click or tap here to enter text. |
| T3 | Click or tap here to enter text. |
| Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom? | L1 | Click or tap here to enter text. |
| L2 | Click or tap here to enter text. |
| L3 | Click or tap here to enter text. |

|  |
| --- |
| **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… |
| * Click or tap here to enter text.
* Click or tap here to enter text.
 |
| 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 # 3 – Long Term Planning – Monthly Highlights/Syllabus** |
| August: | Click or tap here to enter text. | February: | Click or tap here to enter text. |
| September: | Click or tap here to enter text. | March: | Click or tap here to enter text. |
| October: | Click or tap here to enter text. | April: | Click or tap here to enter text. |
| November: | Click or tap here to enter text. | 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: | Click or tap here to enter text. | 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)* |
| Click or tap here to enter text. |
|  |
| Our Internal, School-Based Celebrations of Impact Date(s):  | Click or tap here to enter text. |
| Links to learning log(s): | Click or tap here to enter text. |
|  |  |
|  |
| Our District Celebration of Impact Date:  | Click or tap here to enter text. |