

# School Community Student Learning Plan

## School Overview

**School:** Hudson Road Elementary  
**School Year:** 2022-2023  
**School Level:** Elementary School  
**School Type:** Dual Track French Immersion  
**Family of Schools:** Westside Family of Schools  
**Overall School Population:** 378  
**Student Population Indigenous:** 35  
**Student Population, Children in Care:** 8  
**Student Population, SPED:** 24  
**Student Population, ELL:** 14

**Principal:** Lindsey Hamilton

**Vice Principal:** Ross Hett

**Grade:**

- ☒ K
- ☒ Gr. 1
- ☒ Gr. 2
- ☒ Gr. 3
- ☒ Gr. 4
- ☒ Gr. 5

**Number of Administrators:** 1

**Number of School-Based Teachers:** 18

**Number of School-Based Support Staff:** 7

## School Learning Story

### Background:

École Hudson Road Elementary, is a dual track Kindergarten to Grade 5, English and French Immersion school located in the heart of West Kelowna, British Columbia. Our total school student population is 380 students and we have approximately 50 staff members. École Hudson Road has a diverse population of students and staff representing varying socio-economic statuses and over 10 countries including Indigenous, Metis, and Inuit nations that all contribute to our rich, cultural learning environment.

École Hudson Road Elementary provides a unique cultural experience for all students. Our students participate in authentic, hands-on Indigenous activities aimed at enriching their understanding of the local Okanagan culture while making positive contribution to our community. We all work closely with families, teachers, and other personnel to provide service for students.

We also have a Strong Start Program which is an early learning center for parents and children to learn together. The program provides a drop-in, early learning program for children who are accompanied by their parents or caregivers. The Strong Start center at École Hudson Road Elementary offers creative, interactive play time with children and promotes connections with other parents. This program is facilitated by a licensed Early Childhood Educator.

At École Hudson Road Elementary a significant emphasis has been placed on using the Spirals of Inquiry (Kaser and Halbert, 2017) to develop our school learning goals. The Spirals of Inquiry is an action research cycle that includes the whole school community in determining what is important for our learners. As such, our school is focused on:

- LEARNING THROUGH PLAY AND INQUIRY
- COLLABORATION AND EQUITY
- THE OECD 7 PRINCIPLES OF LEARNING
- FIRST PEOPLES PRINCIPLES OF LEARNING, AND
- SOCIAL and EMOTIONAL LEARNING.

Academic progress is supported by caring for the social-emotional aspect of a child's time at the school. Every student must first feel safe and have their basic needs met before engaging in meaningful learning and experience overall success. To that end École Hudson Road has, over the years, developed several strategies and supports to create the foundation for effective learning. We see social-emotional learning and development, along with literacy and numeracy development, as areas of a child's overall educational experience and nurture this through honoring a child's sense of wonder and curiosity.

We strongly believe, that now more than ever, in the power of play and see the need for it to expand well beyond early learning. Children need time to play and explore to understand the world around them. Through our elective program and our play based learning strategies, we provide opportunities for children to explore their passions, interests and curiosity which allows the brain to form new connections needed for the next steps in learning. Elementary school experiences carry forward into adolescence and then into adulthood. It is critical that during these stages of development that children have time to play and learn self-regulation skills. Play allows students to experiment with the complexities of growing up in a safe way. Effective learning, academic achievement, and successful life skills all begin with play. We also have four house teams at our school that help drive our overarching vision of whole child development with a focus on the characteristics of honour, adaptability, wonder and kindness. The beginning letter of each house creates the acronym of H.A.W.K, which is our school mascot and we are the "Hudson Hawks- Four Houses, One Family." This structure supports the social emotional goal of community and belonging, and also in the successful amalgamation of the French and English learning tracks at our school.

# 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.**

We are currently completing a scan of the school community including students, parents and staff. We are inquiring about social emotional regulation as well as collecting anecdotal evidence (or street data) to better understand how we are doing with literacy and numeracy. We are looking at both qualitative and quantitative data to determine our current situation and then plan to complete the same interview questions and review the same data in late May 2023.

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

| Type of Student Learning Evidence | Short Description                                                                                                                                                                                                                                                                                             | Further Details                                                                                                                                                                                                                                                                                              |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Empathy Interviews                | 5-6 students per class will be the representative sample to see what students are learning about and what they would like to learn more about at school. Parents, students and educators will be asked a similar set of questions about what they believe is most important to be learning at school and why. | The scan data indicates that foundational skills alongside social-emotional skills are a top priority for our school community. The scan also shows that educators believe a specific reading and writing goal with a continuum is needed to inform practice, teacher learning and strategies going forward. |
| Student achievement data          | FSA, WCRA, SWW and ELP data will be used to discern learning areas for the school                                                                                                                                                                                                                             | Our ELP data indicates that the majority of our student are "on track" for reading, writing and math by Grade 3 and FSA scores show that students continue to show growth through Grade 4 in those areas.                                                                                                    |
| Pedagogical documentation         | teachers will observe and record student actions and responses to prompts regarding their learning.                                                                                                                                                                                                           | From teacher observation and assessment for and of learning teachers are seeing growth in the areas of literacy, numeracy and social emotional development. In particular, growth in independence and confidence were noted.                                                                                 |

## 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?):**

From the patterns and trends from the school scan, the current state of student learning is alive and well. From the empathy interviews, we heard students say: they want to enjoy school, want it to be exciting and engaging, want 'nice' teachers, love whole school activities like assemblies, playdays and intramurals, enjoy project based learning and inquiry-based learning, like to engage with students of all ages within their class or in other classes.

We heard parents say: want child(ren) to want to go to school everyday, to learn something relevant and meaningful to them, want children to feel like they are learning and being challenged to be better each day.

We heard educators say: want children to enjoy school and get along with one another, have a sense of belonging, wonder and to be honest, respectful contributing members of our school.

# School Community Student Learning Plan

## Student Learning Goal 1:

Connects to Strategic Plan in the area of: Equity and Excellence. Priority 1: To create a caring community with strong values of honour, adaptability, wonder and kindness. Our school has house teams named after each value that we strive to uphold. We have the house of honour, the house of adaptability, the house of wonder and the house of kindness. The houses are creating a strong culture of belonging and a driver of our value based vision connected to the core competencies. From our scan, our community wants to infuse students with strong character development alongside a healthy curiosity to inspire learners to pursue their passions. We will use student, parent and staff empathy interviews to further investigate our success areas as well as our stretches.

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

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

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

### Core Competencies

- ☒ Communication
  - ☒ Connect and engage with others
  - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
  - ☒ Novelty and value
- ☒ 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
  - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ 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      | Student scan from the beginning of the year compared to the year end scan | We are using a small sample group in each class to collect data. We will ensure that the group represents the overall class. |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners                                              |
|------------------|-------------------------------|----------------------------------------------------------------------------------------------------|
| Quantitative     | Student house team points     | How many tickets are collected each year for positive behaviour and participation in school events |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners                                                                                                             |
|------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | Parent Scan                   | Use survey questions and interview parents about what they have seen/heard this year regarding house teams, sense of community, engagement, electives, belonging. |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners                                                                                                              |
|------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | Teacher scan                  | Use survey questions and interview teachers about what they have seen/heard this year regarding house teams, sense of community, engagement, electives, belonging. |

## Taking Action and Learning

### Leading Professional Learning:

Staff is engaging in learning around Peter Block's work with building community as well as building connections as per Linda Kaser and Judy Halbert's research about the importance of connection and relationships. We have also used Jennie Donahoo's work around collective efficacy to build our overall skills, attitudes and dispositions towards teaching and learning. At the core of all this work is relationships and belonging.

### School Level Strategies and Structures:

- developing a deep sense of belonging through house teams and electives
- understanding child development, using trauma informed practice
- house teams centered around our school vision- we have the House of Honour, Adaptability, Wonder and Kindness. Each house represents values that we are specifically creating and nurturing in our school community. The house teams meet each month in the gym to play games, learn together and connect students with one another. We also have daily activities where students earn house team tickets for emulating the house values.

### Classroom-level Instructional Strategies:

Our SEL teacher works in collaboration with the classroom teacher to design instruction that targets our vision of honour, adaptability, wonder and kindness. Lessons include growth mindset, how to be a friend, social emotional well being such as goal setting and self-regulation. Through consistent reflection on the core competencies, classroom teachers are making student's thinking visible in relation to their progress in developing critical and creative thinking skills, communication skills and personal and social responsibility. Our innovative learning environments embed the First People's Principles of Learning and are responsive to emergent student needs.

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

| District Strategic Plan - Priorities                               | Description |
|--------------------------------------------------------------------|-------------|
| Equity in Action Agreement – Learning Environment (School Culture) |             |

# School Community Student Learning Plan

## Checking for Impact

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

From the patterns and trends from the school scan, the current state of student learning is alive and well. From the empathy interviews, we heard students say: they want to enjoy school, want it to be exciting and engaging, want 'nice' teachers, love whole school activities like assemblies, play days and intra murals, enjoy project based learning and inquiry-based learning, like to engage with students of all ages within their class or in other classes.

We heard parents say: want child(ren) to want to go to school everyday, to learn something relevant and meaningful to them, want children to feel like they are learning and being challenged to be better each day.

We heard educators say: want children to enjoy school and get along with one another, have a sense of belonging, wonder and to be honest, respectful contributing members of our school.

### Recommendations for next steps for this School Student Learning Priority:

From our scan, our community wants to infuse students with strong character development alongside a healthy curiosity to inspire learners to pursue their passions. We will use student, parent and staff empathy interviews to further investigate our success areas as well as our stretches.

From our survey, our community continues to support and see positive benefits of the school wide house team program as well as electives. They see these initiatives strengthening our school connections and student interest in school. We will continue to grow and expand our house team program for the 2024/25 school year with regular bi-weekly group activities as well as add electives to first term. Our elective program allows students to employ agency in their learning, set their own goals and choose their learning priorities. From our research with the OECD Wellness 2030 initiative, we are working on creating more opportunities for students to choose learning goals. We are also working with our intermediate team for the 24/25 school year to create more agency in Social Studies and Science by taking a deeper dive in to inquiry based learning and plan to use the new Inclusive Teachers to help facilitate learning based on student interest and passion. We see this helping with self-regulation as well as creating the landscape for life long learning.

# 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?):**

From reviewing data what we noticed is that we do not have a great entry point to assess current performance in Numeracy except for report card data. We are currently asking our staff, students and community to see our current state.

#### **Student Learning Goal 2:**

Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving.

#### **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

**Curricular Competencies:** Understanding and Solving

# School Community Student Learning Plan

## Core Competencies

- ☒ Critical Thinking
  - ☒ Analyse and critique
  - ☒ Question and investigate



## Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners |
|------------------|-------------------------------|-------------------------------------------------------|
| Quantitative     | Report card data              |                                                       |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners |
|------------------|-------------------------------|-------------------------------------------------------|
| Quantitative     | FSA Data                      |                                                       |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners |
|------------------|-------------------------------|-------------------------------------------------------|
| Quantitative     | ELP data                      |                                                       |

| Type of Evidence | Short Description of Evidence                   | Considerations for Equity & Inclusion of All Learners |
|------------------|-------------------------------------------------|-------------------------------------------------------|
| Qualitative      | teacher observation and anecdotal documentation |                                                       |

# School Community Student Learning Plan

## Checking for Impact

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

From reviewing data what we noticed is that we do not have a great entry point to assess current performance in Numeracy except for report card data. We are currently asking our staff, students and community to see our current state.

### Recommendations for next steps for this School Student Learning Priority:

The instructional leadership team worked in collaboration with classroom teachers offering regular lunch and learns as well as co-teaching in the classroom. We continue to explore Jo Boaler and Carole Fullerton

## Plan Reflection

### Principal Reflection:

Our learning priorities:

1. Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving.
2. To create a caring community with strong values of honour, adaptability, wonder and kindness.

Numeracy: We are at the beginning of our learning journey with developing and applying mathematical understanding through play, inquiry and problem solving. Our staff is continuing their learning journey this year exploring resources, learning from each other and experts in our district. Our students enjoy learning through games and most have a positive attitude towards math. We will continue to check for impact throughout the year.

2023/24 School Year: Staff continued to expand their understanding of teaching math using Jo Boaler's work, Math Talks, Math inquiry and through expanding our collection of math manipulatives and exploring online resources. Our district Instructional Leadership team provided lunch learning sessions where 9 teachers participated in learning math exploratory practices and ways to engage students with multiple entry points for student success. Our math understanding is improving across the board when looking at data( ELP, report cards, FSA's ) from last year to this year. Our teachers note an improved feeling of confidence in teaching Math and their understanding of the concepts. Social Emotional: Building a caring, connected school community through our house teams and teacher collaboration was a great success. From our parent scan, teacher scan and student scan, our house team points and core competency reflections we were able to see success. Our community scan showed patterns indicating our students, teachers and families feel happy and have a strong sense of belonging to our school and classes. The elective program, house team activities, school concerts, participation in the Canadian Playful Schools network and school talent show gave students many opportunities to work with others in different grades and classes. It also allowed them to explore their passions alongside others who shared common interests regardless of age or program. Their enthusiasm and family feedback all point to continuing our efforts.

2023/24: We continue to expand our elective and house team program as well as working with the Canadian Playful Schools network. From student and parent surveys we can discern that there is both enthusiasm and lasting value in our house team and elective program. Students enjoy having choice and participating in learning that they have interest in. From our school qualitative data, we see a reduction in visits to the self-regulation space during elective times as well as visits to the office. In fact, no students accessed these spaces during elective time at any point this year. From this data, we hope to continue to expand the program in meaningful ways in to other areas of the curriculum as it proves to show high student engagement and infuse excitement in to the curriculum. We also plan to continue with our house team program. The house team initiative is a vehicle for our school vision. Our vision is to meaningfully instill the values of honour, adaptability, wonder and kindness in to our students and our overall school community. Our hope is that through a deep understanding of the value in these attributes that students will continue to grow in these areas and be honorable, adaptable, curious and kind learners in their future years as they contribute to our ever-changing world.