

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:

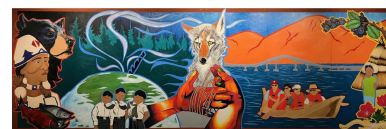
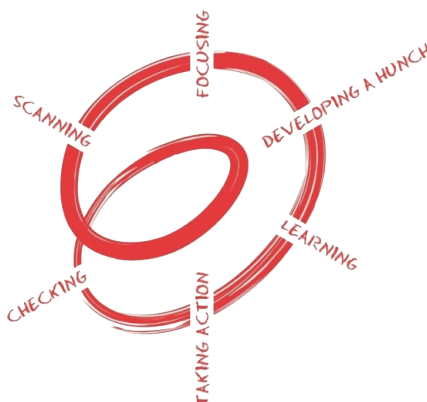
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shilow Belliveau
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Constable Neil Bruce Middle

School Year: 2022-2023

School Level: Middle School

School Type: English

Family of Schools: Westside Family of Schools

Overall School Population: 880

Student Population Indigenous: 136

Student Population, Children in Care: 10

Student Population, SPED: 149

Student Population, ELL: 22

Principal: Brad Kuhn

Vice Principal: James Geen

Vice Principal: Adrian Zuyderduyn

Grade:

☒ Gr. 6

☒ Gr. 7

☒ Gr. 8

Number of Administrators: 3

Number of School-Based Teachers: 53

Number of School-Based Support Staff: 49

School Community Student Learning Plan

School Learning Story

Background:

CNB's School Learning Story:

CNB Middle School is located on the unceded, traditional territory of the Syilx (Okanagan) people who have cared for this land since time immemorial.

CNB opened as a grade 7-9 school in January 2000. September 2018 was the first year CNB Middle School welcomed students in grades 6-8. Our students come into our school from many elementary schools in the area: Chief Tomat, Hudson Road, Rose Valley, Shannon Lake, Mar Jok, and S?nsisyust?n House of Learning. We currently have approximately 880 students and 102 school staff.

CNB School Focus:

In alignment with the Central Okanagan Public Schools district goals and strategic plan, the Constable Neil Bruce School Learning Plan has an essential priority to develop a strong sense of belonging, agency and safety, so that learners will have an improved ability to experience and build upon core competencies, identified by the BC Ministry of Education, for deeper learning that is meaningful and attainable.

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.**

Scanning is a necessary part of the deep listening process needed to allow all community members to feel heard: student voice, parent voice and staff voice encourages a comprehensive gathering of information for school learning and assessment practices, collaboration and school culture. This school year we have engaged in a process of scanning community, staff and students to help us build the learning priorities that we are proud to say all in our school community had a voice in shaping. We continue to scan students, staff and community as we work towards achieving the learning priorities that we have created together. We currently have a group working on hearing the voices of our Indigenous youth and community and the under represented voices in our school. Using this data we hope to show those voices to staff and make change in relation to the learning priorities.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Teacher and student feedback involved in cogen practices, resulting from Street Data professional learning.	Students, families and staff all expressed a desire to support a higher sense of connection and safety at CNB.
Student Learning Surveys	The SLS occur each year for Gr. 7 students as a form of map-level data of the school.	We are seeing a trend that students are feeling safer and more connected at CNB.
Student achievement data	EdPlan Insight offers a look at the trend over time (5-year) for a variety of variables - so that a general interpretation of data can help teachers understand what areas of strength/growth are needed to support learning priorities towards student success at school.	Average levels of achievement for middle school learners, with a some identified students needing continued interventions for literacy and numeracy development.
Other	Site based data collected as a result of student conduct data and how these are managed (SEL tracking from 'Connect' classroom)	This data tracks conduct reports for students who are sent by their teachers to the SEL classroom (referred to at CNB as 'Connect') for self-regulation, often as behaviours become disruptive to the classroom environment.
Other	Cogen Groups - 'Street Data'; applying the Equity Transformation Cycle to determine next steps by centering students at the margins.	Students share input around how/what can help to make school feel successful for learners. The cycle challenges typical practices and allows students and teachers to co-generate learning opportunities that are meaningful and authentic for learners.

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?):

Based on school scans that included students, staff, and community, there are identifiable themes that have emerged from evidence including qualitative, quantitative and mixed-method data that suggest a need to focus on student connectedness and safety.

School Community Student Learning Plan

Student Learning Goal 1:

Connect: Our students and staff feel safe, connected and valued.

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](#):

Curricular Competencies: See highlighted Core Competencies Below

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 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	Empathy Interviews	Including the voice of all students in our school that ensures a strong representation of all diverse groups that attend CNB.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student learning surveys	Running analysis of student responses and checking for feedback from all diverse groups at CNB including Indigenous learners and any students on the margins.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student achievement data	Running analysis of student responses and checking for feedback from all diverse groups at CNB including Indigenous learners and any students on the margins.

Taking Action and Learning

Leading Professional Learning:

Staff meetings - showing voices of our youth.

Engaging in collaborative work to support all staff as part of the plan to address student safety.

Using lessons learned in Kotter's change theory course.

Storytelling course - learning to support telling our story to support the new reality of our school, hallways and student relationships.

School Level Strategies and Structures:

Daily Land Welcomes / Daily Land Acknowledgement

Pausing during the Daily Land Welcome / Daily Land Acknowledgment

School Community Events: School Opening BBQ; WFN RCMP & CNB Student Basketball Game; Drama Production; CNB Leadership.

Classroom-level Instructional Strategies:

Focused Student Support

Eliminating the ACE structure

Creating a connection time to start every day of school, in every block, for every teacher.

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 learning environment is safe and students feel connected and valued.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Other	Family BBQ	5000
Learning Resource	Professional Development	2500
Staffing, Supplies	Social Emotional Learning Teacher	0

School Community Student Learning Plan

Checking for Impact

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

Through a consultative process with staff, community and student these learning priorities were developed during the 2024-25 school year. We plan to use these for the foreseeable future as a driver of change here at CNB. During the few months since finalizing our school learning priorities we are seeing qualitative empathy interview data suggesting positive trends in student, staff and community sense of feeling safe and connected at CNB. We will continue to monitor the data to ensure our efforts are making the difference we desire to see.

Recommendations for next steps for this School Student Learning Priority:

Continue to focus staff meeting, collaboration, curricular leadership meeting and other forms meetings that bring staff together to focus on this priority.

Continue to communicate and receive feedback about our progress with respect to this learning priority with our community and our students.

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?):

Based on school scans that included students, staff, and community, there are identifiable themes that have emerged from evidence including qualitative, quantitative and mixed-method data that suggest a need to focus on the personalized learning experience of every learner.

Student Learning Goal 2:

Nurture: We nurture all students' learning needs by providing multiple entry points that keep them at the centre of their learning.

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: See highlighted core competencies below

School Community Student Learning Plan

Core Competencies

- ☒ Communication
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 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
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 - ☒ 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

C **Communication**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

T **Creative Thinking**

1. Novelty and value
2. Generating ideas
3. Developing ideas

T **Critical Thinking**

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS **Personal Awareness & Responsibility**

1. Self-determination
2. Self-regulation
3. Well-being

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
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4. Building Relationships

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	Learn about the experiences of under represented groups in our school and how that is influencing their learning.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student achievement data	Cross reference achievement data of students as a whole versus those of color and from under represented groups.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Staff learning opportunities around inquiry based learning. How to meets the personalized learning needs of every learner.
Instructional Leadership Team sessions.
Re-imagine middle school group learning team.

School Level Strategies and Structures:

Schedules with tighter teams.
Student Support Services Team structure to support better team and communication.

Classroom-level Instructional Strategies:

Inquiry based learning.
Learning tasks with low floor high ceiling opportunities.
Entry points for all learners.

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	All students have equity in learning opportunities to excel to the best of their abilities.
Equity in Action Agreement – Pedagogical Core	We innovate these learning experiences around the pedagogical core.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Professional development, conferences and experiences.	10000

Checking for Impact

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

Staff are continuing to engage in learning opportunities during staff meetings to support this student learning priority. Additionally, staff have been signing up for extra sessions that are held throughout our district to enhance student agency and reimagine what middle school could be.

Recommendations for next steps for this School Student Learning Priority:

Continue to provide professional development opportunities for staff and opportunities for skill building in this area.
Continue to monitor our progress by collecting student data from our students and community.

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?):

Based on school scans that included students, staff, and community, there are identifiable themes that have emerged from evidence including qualitative, quantitative and mixed-method data that suggest a need to focus on the sense of equity and belonging for all underrepresented groups at CNB.

Student Learning Goal 3:

Students receive equitable support and inclusive opportunities that create a sense of belonging.

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)
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4. Building Relationships

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	Cross reference the responses of youth and those from homes of minority races.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Street Data	This evidence inherently focuses on the street data of underrepresented youth at CNB.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Renee Opperman Sessions on equity and inclusion.
Staff meeting group learning.

School Level Strategies and Structures:

Visibility of inclusiveness in all classrooms, hallways and spaces.

Classroom-level Instructional Strategies:

Circle connections to start class.
Classroom lessons on identity, diversity and including social justice as part of all curriculum.

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	All students feel a sense of belonging at CNB.
Equity in Action Agreement – Learning Environment (School Culture)	Diversity is celebrated and supports provided.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Social Emotional Learning Teacher	0
Learning Resource	Resources on equity and inclusion	1000

Checking for Impact

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

CNB had a large number of staff members attend sessions on diversity and complete their professional growth plans on equity and inclusion. Our school diversity club is thriving and many staff attend with students every week. Evidence of empathy interviews and street data suggests that some learners will continue to need our support in feeling a sense of belonging.

Recommendations for next steps for this School Student Learning Priority:

Create a structure for the 2024-25 school year that allows for better connection time between students and between staff and students.