

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

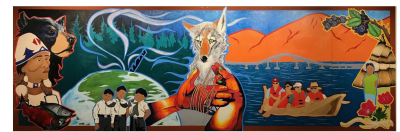
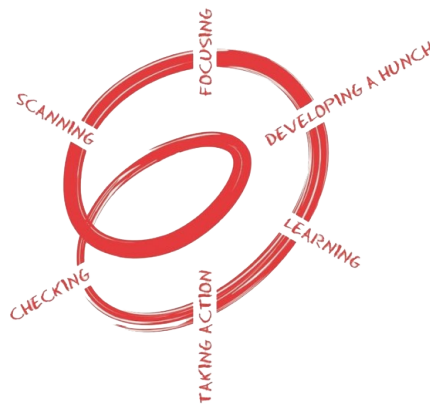
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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](#)



*LiDine - Spirit of Excellence
Shelton Lusk / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mental Project*

Fostering Indigenous student success through the lens of equity



School Community Student Learning Plan

School Overview

School: Watson Road Elementary
School Year: 2023-2024
School Level: Elementary School
School Type: English
Family of Schools: Central Family of Schools
Overall School Population: 619
Student Population Indigenous: 69
Student Population, Children in Care: 1
Student Population, SPED: 58
Student Population, ELL: 39

Principal: Janet Williams
Vice Principal: David Johnson
Grade:
 K
 Gr. 1
 Gr. 2
 Gr. 3
 Gr. 4
 Gr. 5
 Gr. 6
Number of Administrators: 2
Number of School-Based Teachers: 36
Number of School-Based Support Staff: 21

School Learning Story

Background:

Watson Road Elementary is an engaging learning community dedicated to fostering inclusivity and anti-racist principles. Here, we empower our students to thrive, ensuring they feel safe, connected, and valued. Our committed and knowledgeable staff works collaboratively, building vital relationships and considering every aspect of a child's growth. We embrace an inclusive and differentiated approach to learning, ensuring every student's needs are met. Aligned with the principles of the Circle of Courage*, our community emphasizes belonging, independence, mastery, and generosity as essential values. This shared vision provides a unifying language that promotes self-esteem, self-worth, and inclusivity for all members of our community. Our motto, "A school where every student matters and every moment counts," encapsulates our commitment to fostering a supportive and enriching educational environment for all learners.

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.**

Our school scan process is thorough and diverse in order to gain the most broad range of data and information possible to best serve the needs of our school community.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Staff consultation/surveys	We surveyed our teachers in June 2022 to see what they felt should be our student learning priority. 56% of our teachers indicated writing as a priority. 28% indicated Reading as a priority. 73% of teachers indicated that they wanted to have SEL for professional development. 28% of teachers indicated that they wanted to have Equity Informed Practice professional development.

School Community Student Learning Plan

Type of Student Learning Evidence	Short Description	Further Details
Student Learning Surveys	Gr. 4's Surveys 2019 - 2024	<p>Students reporting positive responses to the following questions have increased over the last few years, and continue to help guide our work:</p> <ul style="list-style-type: none"> i) Do you feel welcome at school? 85% ('19) - 92% ('22) - 91% ('23) ii) Do you feel like you belong at school? 73% ('19) - 87% ('22) -86% ('23) iii) Do adults treat all students fairly? 85% ('19) - 90% ('22) -84% ('23) iv) Do you feel safe at school? 77% ('19) - 91% ('22) - 91% ('23) <p>Our SLS indicators in 2024 show that our students are above the district average in feelings of wellness and connectedness and the trends are increasing to show positive results.</p>
Empathy Interviews	All Students STARs (Student Advisory Reps) Discussions in 2023 and 2024	<p>What is the best things about Watson Road? The majority of the students responded the people (teachers, staff, admin, all staff)</p> <p>What is the one thing we could improve at our school? The majority of the students were unable to answer this question, as they think there is nothing to improve.</p> <p>How has our learning around anti-racism and multi-culturalism made a difference? A vast majority of students indicated that there aren't nearly as many (if any) incidents of racial slurs and micro-aggressions, and that more students are calling out when there are. Also, students talked about how much more kindness there is amongst students.</p>
Student achievement data	Learning Updates/Report Cards EdPlan Insight	Evidence is collected regularly and discussions around data occur to help support and guide the work of our instruction, and our RTI team.
Other	MDI and EDI Data	<p>Over the years, our MDI Index has improved in the following areas:</p> <ul style="list-style-type: none"> i) Adults at the school who students perceive care about them? (74% said 2+ in 2018, and 76% said 2+ in 2022) ii) School climate is positive: (74% in 2018, and 82% in '22) <p>Our students' empathy has seemed to improve, and yet our students' optimism has decreased.</p> <p>Our MDI indicators in 2024 show that our students are above the district average in feelings of wellness and connectedness.</p>

Student Learning Priority 1

School Community Student Learning Plan

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

We prioritize collective efficacy among our staff to propel our students forward in their writing skills. Our actions must align with our beliefs. Writing is a powerful tool for children to express their identities and actively participate in daily life. It crystallizes children's thoughts and learning processes, offering them opportunities to articulate and refine their ideas. Beyond honing writing skills, it trains the mind to think critically. We understand that proficient writing enhances communication abilities and fosters emotional growth, critical thinking, and academic performance. Therefore, we advocate for early engagement in writing to nurture these vital aspects of development in students.

Student Learning Goal 1:

Students will gain an understanding of what 'good' writing looks like and the purpose of writing. Students will gain confidence in learning writing skills and use the writing process to show progress in their own personal writing journey.

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: English Language Arts

Core Competencies

- Communication
 - Connect and engage with others
 - Acquire, interpret, and present information
 - Explain/recount and reflect on experience and accomplishments
- Creative Thinking
 - Generating ideas
 - Developing ideas
- Critical Thinking
- 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



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
3. Valuing diversity
4. 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	STAR (Student Advisory Reps) empathy interviews Staff Meeting carousel activities	How can we create entry points for writing, so that all writers feel confident and motivated to share their stories and feel like an author? What we believe? Writing allows children a vehicle to express who they are. Writing allows children to actively engage in daily life. Writing makes children's thinking and learning visible and permanent. Writing provides children with opportunities to explain and refine their ideas to others and themselves.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	STAR (Student Advisory Reps) empathy interviews Staff Meeting discussions	How can we establish a classroom community of beginning writers where equity, empathy, and compassion become part of the process and vital by-products of story writing?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	STAR (Student Advisory Reps) empathy interviews TLC (Targeted Literacy) Debriefs	How do we enable students to see the value of writing, and use writing flexibly and effectively to help them learn and communicate their ideas?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Survey Data Learning Update Data FSA Data (gr. 4) SWW - Overall/Final Marks	Disaggregating our data to best understand our ELL/Indigenous/Sped Students' writing and learning experiences? Where are we going to concentrate our efforts so that we can make a significant impact on the experiences and outcomes of all our learners (when they are stuck/or find writing challenging)? FSA On Track/Extending for Literacy = 82% (2024);(In 2023 - 91% for Indigenous learners/100% for ELL learners) SWW - June 2023: Students meeting, fully meeting and exceeding continues to show growth and improvement throughout the year.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Scanning staff	Discussion with staff about a 'shared writing folder' for our students to help align our work, and build on our collective efficacy. Scan: Where are we going to concentrate our efforts so that we can make a significant impact on the experiences and outcomes of all of our learners? This is not about deficits - it is about our curiosity toward consistency and agreement among classroom strategies that will have the best result for our goal.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Our RTI members meet regularly with grade group teachers to discuss students (current Literacy data) supporting the work of the TLC and our intermediate teachers.

School Level Strategies and Structures:

Primary teachers are involved in our scheduled TLC (Targeted Literacy Time). As our staff has embraced the science of reading program, they have embraced a balance with literacy instruction. A balance between teacher modeling and independent practice. Through direct phonic instruction, and the use of codable reading material, students are progressing and demonstrating improved literacy skills.

Writing and other literacy resources made available to our teachers in a shared Google Drive.

Classroom-level Instructional Strategies:

Our 26 teachers are trained in various instructional methods of writing instruction:

"Story Workshop" Susan Harris Mackay

"6 + 1 Writing Traits" Ruth Culham

"Powerful Writing Structures" Adrienne Gear

"Daily 5" – Gail Boushey and Joan Moser

"Primary Writing Success Program" - two primary teachers are piloting this year

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	We will continue to use collaborative inquiry to design engaging, powerful and purposeful learning tasks for our students so each learner develops the attributes and competencies to flourish in a global community.
Equity in Action Agreement – Pedagogical Core	We will continue to use collaborative inquiry to design engaging, powerful and purposeful learning tasks for our students so each learner develops the attributes and competencies to flourish in a global community.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Learning at the Primary Pond	1000.00
Learning Resource	Decodable Books for primary classes	4000.00

Checking for Impact

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

Our data does not fully demonstrate the academic progress towards this goal as we had hoped, yet, it also presents us with a valuable opportunity to have rich conversations so we can be responsive to the needs of our students. It also forces our staff to ask how else writing performance can be measured? Moving forward, we are committed to collectively analyzing our approach, identifying areas for enhancement, and implementing targeted strategies to better align with our objectives. This process will involve collaborative efforts, continuous monitoring, and adjustments to ensure we effectively address the identified priority. We understand the importance of holding ourselves accountable and remaining dedicated to this priority and our students' learning outcomes.

Recommendations for next steps for this School Student Learning Priority:

We'll establish structured collaboration time for our grade group teams, ensuring they have dedicated opportunities to work together effectively throughout the 2024/2025 year. Moreover, we'll reserve time during each monthly staff meeting to delve into our learning priority. As an added support measure, we've enlisted Adrienne Gear to provide guidance during Implementation Day in October 2024, with plans for ongoing professional development tailored to our writing goal.

Our focus is on cultivating collective efficacy to address the question: "Where should we concentrate our efforts to significantly impact the experiences and outcomes of all learners?" Central to this is our pursuit of consistency and alignment among classroom strategies to optimize outcomes for our goal.

Drawing from our scan and leveraging diagnostic data from the SWW, we'll encourage our team to reflect on key questions:

"What change do we aim to achieve?"

"How will we observe this change in students' learning experiences?"

"What additional learning opportunities will deepen our understanding?" (including organizing future Lunch n' Learns/book studies)

"Which new learning partners should we collaborate with?"

"What school-level strategies, pedagogies, or practices should our team explore in relation to this priority?"

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?):

Our scan of students and staff has identified a need to provide opportunities for students to develop their skills and abilities as well-rounded social citizens. Students have also indicated a need to be in a learning environment where they feel welcome and have a sense of belonging.

Student Learning Goal 2:

Our students will develop a greater sense of Intercultural Competence. Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions. Intercultural Competence rests on the foundation of Social/Emotional Learning, Anti-Racism education, trauma-informed practice, and opportunities for students to experience belonging and 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

Core Competencies

- Communication
 - Connect and engage with others
 - Acquire, interpret, and present information
 - Explain/recount and reflect on experience and accomplishments
- Critical Thinking
 - Analyse and critique
 - Question and investigate
- 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

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
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2. Question and investigate
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PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
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PS **Social Responsibility**

1. Contributing to community and caring for the environment
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3. Valuing diversity
4. 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
Quantitative	MDI Data EDI Data	This data only considers students in grade 5 (MDI), and Kindergarten (EDI). How do we translate this information to ALL learners in our building.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Survey Data	This data only considers students in grade 4. How do we translate this information to ALL learners in our building.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	STAR (Student Advisory Reps) empathy interviews	Teachers select 2 students from their classroom community and are asked to consider representation that is considered diverse. Is this happening? Are students of colour being properly represented?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Incidents of racism Incidents of bullying/student conflict	Are we addressing these incidents with consideration for the victim of these incidents? Are all incidents being reported?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Reports of student dysregulation	

Taking Action and Learning

Leading Professional Learning:

The objective of this plan is to ensure that all staff working with the students are aware of and committed to using consistent and positive support strategies to create and maintain a successful learning environment for the student, their families, and other community members. This learning priority will continue to be discussed monthly at staff meetings as it has been created collaboratively with the team, and the structures and strategies outlined are a living document that will continue to be adapted and updated on an ongoing basis. Our staff engaged in focused learning on the CASEL Competencies at our October Implementation Day. Many of our staff have participated in SEL 'lunch n' learn' sessions this year. 21 teachers participated in a book study: Reclaiming our Students, by Hannah Beach and Tamara Neufeld Strijack. Our Equity Team meets regularly to sessions of learning on the topics of Diversity, Equity, and Inclusion, including the BCPVPA's webinars series', "Leading for Equity" (4 sessions), and "Unconscious Bias" (3 sessions). Our Equity Team facilitates learning at monthly staff meetings. During our October 6, 2023 implementation day, our goal was to allow participants to focus on their ability to reflect and to construct their understanding of intercultural competency. We began at Okanagan Lake and participated in a place conscious learning activity beginning with our Indigenous Student Advocate bringing us in circle to lead a land acknowledgment. In our walk, we began to consider our own understanding our own biases, reflecting on our own situations and stories providing us a mirror for our thinking and acting. Further, it provided important insights into who we are, what we feel, believe and value, more specifically, how we value diversity and encourage individualism in our school setting. In our work with a privilege walk, micro -aggressions activity, and the unpacking of Jo Chrona's visual of "Becoming Anti-Racist in Canada", our participants began taking steps toward a paradigm shift that extend multicultural knowledge and appreciation of others to include personal self-reflection and the transforming awareness of our own cultural blind spots. It was hoped that participants will grow to be more culturally responsive and competent. Understanding that racism exists , we had discussions about racism to acknowledge this truth. Our grade group teams unpacked the BC K-12 Anti-Racism Action Plan and Anti Racism: A Guide for Teachers resources. We connected Anti-Racism work with the BC Curriculum. What does this look like and sound like? Our teams created a lesson plan/vision and action plan, as well, we examined the Anti-Racism Posters: How do we use these as talking points in our classrooms? We had fifty Watson Staff members participating in this learning day. February 2024 - Staff book study of "The Ant-Racist Kid". 23 staff participated.

School Level Strategies and Structures:

- in 2023/2024 monthly assemblies hosted by the administrators to be intentional as we foster inclusivity and anti-racist principles
- in 2023/2024 monthly bulletin boards highlighting our Diversity (eg. Neurodiversity; cultural understanding; Mental Health, Aklavik, etc.)
- in 2023/2024 Janet Williams, and Melissa Madden, Indigenous Student Advocate collaborated on supporting the understanding of Personal Land Acknowledgments with 11 classrooms; these land acknowledgments continue to be read daily over our morning announcements
- at our PAC meetings, we begin with a land acknowledgment
- 2023/2024 - staff 'lunch n' learn' hosted by Lisa Weremy "Supporting Children with Anxiety-Related Challenging Behaviours
- in 2024 Mr. Johnson presented to each intermediate class about Anti-Racism focused on micro-aggressions, diversity, and equity.
- 2022/2023 Ms. Madden, Indigenous Advocate, and principal have led a four-lesson unit on land acknowledgments and reconciliation with nine classes.
- Students do daily personalized land acknowledgments during morning announcements.
- Our social justice lead has added a new student leadership group this year - our Pride group.
- Mrs. Mamchur celebrates Black History in the library
- Our multicultural student population is highlighted on our foyer television slide shows
- adding cultural events to our daily announcements
- provide an opportunity at each monthly staff meeting for staff to discuss the 'Anti-Racism' posters

Classroom-level Instructional Strategies:

2022/2023 - Ms. Madden, Indigenous Advocate, and principal have led a four-lesson unit on land acknowledgments and reconciliation with nine classes. These personalized land acknowledgments written by our students are shared each day during our daily announcements. Staff have been embedding SEL strategies into their daily instruction. These strategies are framed around the CASEL Competencies (Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making).

School Community Student Learning Plan

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	<p>We value the unique identities and diverse contributions of each learner.</p> <p>We build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community.</p> <p>We create opportunities to engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning.</p> <p>Our core belief that each learner is capable, competent, and full of curiosity.</p> <p>We create opportunities to empower each learner and co-create experiences from their questions, passions, and interests.</p> <p>We intentionally design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.</p>
Equity in Action Agreement – Learning Environment (School Culture)	Daily personalized Land Acknowledgments from students on morning announcements.
District Strategic Plan - Family & Community Engagement	Parent involvement in Equity Team Parent panel facilitated by Equity Team
District Strategic Plan - Transformative Leadership	Equity Team leads learning at staff meetings
Equity in Action Agreement – Learning Environment (School Culture)	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	BCPVPA Webinar Series	400.00
Professional Learning	Book Study Books	450.00
Other	Lunch and Learn food	1200.00
Professional Learning	Implementation Day	2000.00
Learning Resource	Equity Bins for Classrooms (2000.00

Checking for Impact

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

During our recent Implementation Day in October 2023, we revisited the five-question scan we initially conducted back in April 2022. The questions included:

- What barriers do we face when teaching for Equity?
- What does Equity look like in our community? School? Classrooms?
- What ideas do you have to promote Equity in our classrooms?
- What actions can we take to ensure Equity in our community? School? Classrooms?
- What evidence should we have that shows we are doing enough to ensure Equity in our school community?

It was evident that our staff engaged with these questions on a deeper level than before, demonstrating a heightened awareness of the complexities surrounding equity in education. We commend our staff for their courage and growth in tackling these important issues, recognizing the significance of this ongoing work.

Our STAR interviews in April 2024 indicate a strong impact of the work we have done. A vast majority of our STARs say that incidents of slurs and micro-aggressions have reduced significantly. Also, staff and students notice that more people are being called out if there are incidents of slurs or micro-aggressions.

Our final equity team meeting was in May 27, 2024, where we discussed our 'next steps' as we contemplate how to evolve and grow our team and students' awareness and learning around anti-racism, as well as, reconciliation, equity, diversity, and inclusion.

Recommendations for next steps for this School Student Learning Priority:

- Create 'anti-racist' or 'equity' bins of story books to compliment each classroom's library.
- Continue to invite our parents and community members to our Equity Team's work.
- Continue to be intentional with our priority during our monthly assemblies.

Providing more collaboration time for our grade group teams. Time will be allocated at each monthly staff meeting to discuss this learning priority:

From our scan, and using our quantitative data ask our team to reflect, "What is the change we want to see?" "What will it look like, sound like when students are experiencing this future state of learning?"

What learning will deepen our understanding? (arrange future Lunch n' Learns/book studies for this year)

What new learning partners will we seek out?

** Presented each educator with the BC Anti-Racism Teacher's Guide in Oct 2023. Will provide each classroom teacher with laminated 'anti-racism posters' for their learning space.

Determine what school-level strategy/pedagogies/practices will our team will seek out and explore in relation to this priority.

Plan Reflection

School Community Student Learning Plan

Principal Reflection:

We have a diverse and amazing community at Watson Road Elementary!

Our school staff's dedicated work towards inclusion has been at the forefront of what we do and one of the ways we are striving to meet the needs of our community is through our own learning.

Our work truly takes a community to make a difference for all of our learners, and we are grateful to our students, families, and staff who have helped make this difference.

Did you know?

- As a team of teachers, we have prioritized improved writing skills in all grades for students to gain an understanding of what "good" writing looks like
- We want each student to view themselves as an author; to be independent, confident and descriptive writers with skills appropriate for their grade level
- Students sense of safety has improved in the past few years, as has their sense of feeling of connections to adults as evident from our gr. 5 M.D.I. Survey, and our gr. 4. Student Learning Survey. These results on the most part are higher than the district average.
- 11% of our student population identify as Indigenous learners.
- Our student population is diverse. We have 7% of our students born outside of Canada (e.g. Ukraine, Bangladesh, France, Korea, Iran, Spain, China, Fiji, Brazil, Nigeria, Philippines, Colombia, Jamaica, Macedonia, Bolivian, Hong Kong, Afghanistan, and the USA.)
- Over the past few years, our Equity Team have participated in many professional learning opportunities to inspire a focus for our team to continue this important work with Reconciliation, Equity, Diversity and Inclusion.

We are also providing more opportunities for students to better understand Indigenous ways of knowing and what personalized land acknowledgments mean. In the past two years, many of our classes have participated in a multi-day focus on understanding and appreciating the importance of land acknowledgements and have gone onto the land to craft their own, which many share out during morning announcements.

As the Province and School District develop Anti-Racism Action Plans, we are excited to continue working with our community to provide the safest, warmest, most inclusive learning environment possible for ALL of our families, staff, and students.

We continue to revisit and reflect and ask, leading questions to help guide the work we do at Watson Road:

- What barriers do we face when teaching for Equity?
- How do we meet the needs of all learners?
- What does Equity look like in our community? School? Classrooms?
- What ideas do you have to promote Equity in our classrooms?
- What actions can we take to ensure Equity in our community? School? Classrooms?

The administration team of Mrs. Williams and Mr. Johnson had the opportunity to talk to our STARs (Student Advisory Reps), who are selected by their classroom teachers, about their perceptions of the work our school is doing to support our writing priority and Anti-Racism learning, and if they are noticing a difference in our school. In particular, we were so proud to hear our students speak of the importance of being kind and inclusive towards all students and that they all notice a significant reduction in situations where racial slurs and/or micro-aggressions are occurring.

Further, in our most recent feedback loop, teachers noted success for both learning priorities. We are looking forward to next year where we will focus on sustaining the momentum that we have created and going deeper in both of these areas.

Our work truly takes a community to make a difference for all of our learners, and we are grateful to our students, families, and staff who have helped make this difference.