

Framework for Enhanced Student Learning (FESL)

SCHOOL PLAN 2025

ACTIONS TOWARD SOUTHRIDGE STUDENTS ACHIEVEMENT



We respectfully acknowledge Southridge Elementary resides on the unceded ancestral lands of the Lheidli T'enneh First Nations. It is our honour to walk alongside indigenous communities in educating our students.

District Vision:

All students are prepared for each step of their life’s journey with the skills, knowledge, options, and choices to be successful.

District Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Southridge’s Complementary Directions

These are part of our ongoing practice:

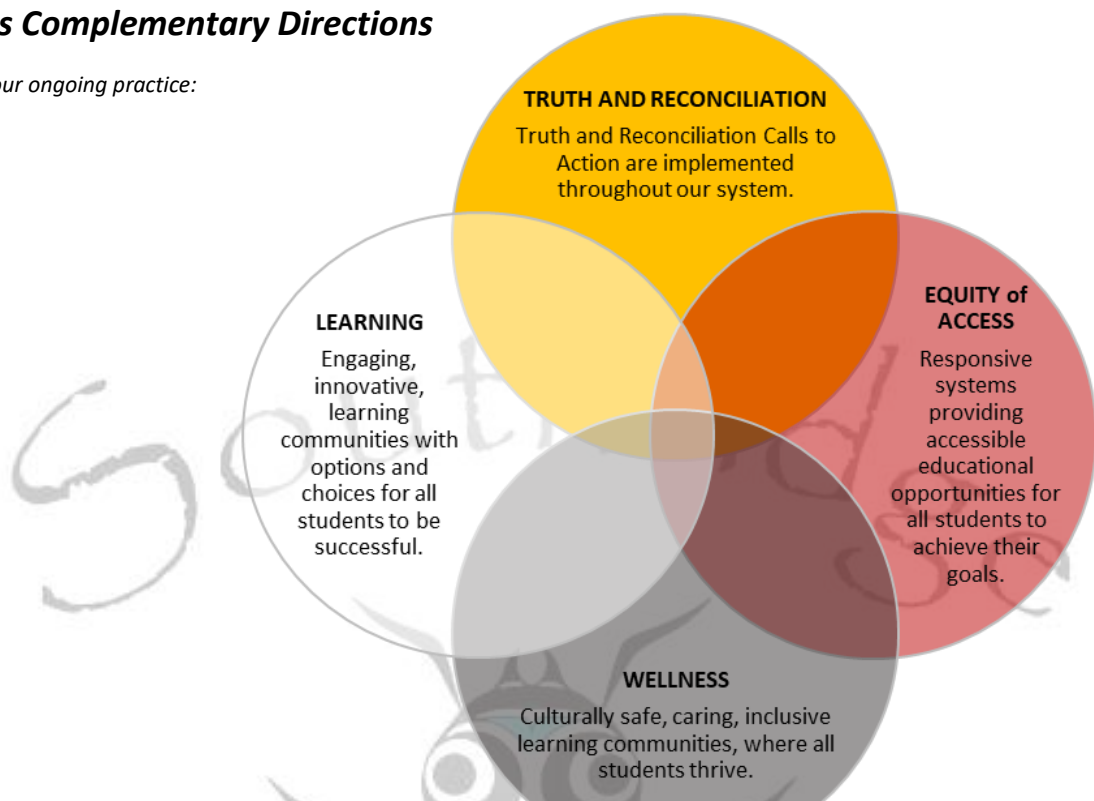


Figure 1

Southridge Elementary

Southridge Elementary’s Keyoh is on the unceded ancestral lands of the Lheidli T’enneh First Nations. Geographically we are central to the College Heights community. Our land and playground are frequently used by our community. We have a vibrant music program that enriches student’s wellbeing. Grades 5/6/7 participate in numerous Applied Design Skills and Training (ADST) opportunities. Our goal is to give each child a soft landing every day. We use Mindfulness, food and connection to others as a focus of the start of each day. We have approximately 350 students, in fourteen divisions, in grades Kindergarten to Seven. Our facility recently celebrated 25 years in our community

School Directions

Southridge has identified 4 complimentary directions that are part of our ongoing practice. Staff focus on all of these with each child in order for them to be successful.

- ♦ Truth and Reconciliation
- ♦ Equity of Access or Diverse Learner Support
- ♦ Wellness
- ♦ Learning

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Truth and Reconciliation

We will work with our Indigenous communities to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Goal

1. Embed Dakelh lifelong learning model and focus on learning Dakelh Language.
2. Provide opportunities for students to participate in learning opportunities connected to people, place and land.

Strategies for Student Learning

1. Student led morning announcements that utilize Dakelh Language in conversations
2. Learn about the Dakelh ways of knowing and understanding (assemblies, displays, projects, and story-telling)
3. Classroom grade appropriate Dakelh language instruction
4. Promote Environmental opportunities for students – enhance the recycling program

Strategies for Adult Learning

5. Provide ongoing opportunities to share the Dakelh language within our school community
6. School wide focus on the Dakelh Holistic Lifelong Learning Model.
7. Staff learning the words of O'Canada in Dakelh, The Welcome Song and Drumming
8. Accessing wisdom from Elders

Strategies for System and Structure quality

9. Promote and enable staff to utilize the SD57 Elder & Knowledge holder program
10. Support Land based learning opportunities
11. Land Acknowledgements and singing of “O Canada” in Dakelh at all assemblies, and public events.

Success Measures

- 1) Grade 4 and 7 learning surveys
 - a. Figure 1 – 70% of Grade 4s can identify they are learning about the Lhiedli T’enneh
 - b. Figure 2 - 80% of Grade 7s can identify they are learning about the Lhiedli T’enneh
 - c. Figure 3 – 70% of Grade 4s can identify & use the most common greetings in Dakelh
 - d. Figure 4 - 75% of Grade 7s can identify & use the most common greetings in Dakelh
- 2) Student engagement in Truth and Reconciliation activities – See Strategies above

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Figure 1 – Grade 4 Student Learning Survey data
– Are you learning about the Lheidli T’enneh?

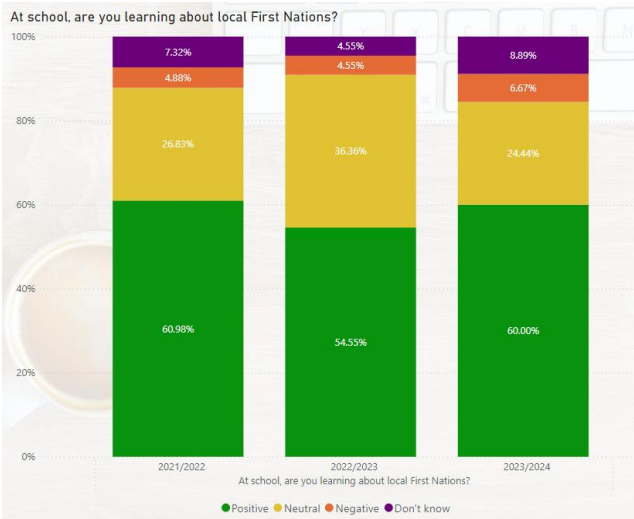


Figure 2 – Grade 7 Student Learning Survey Data
- Are you learning about the Lheidli T’enneh?

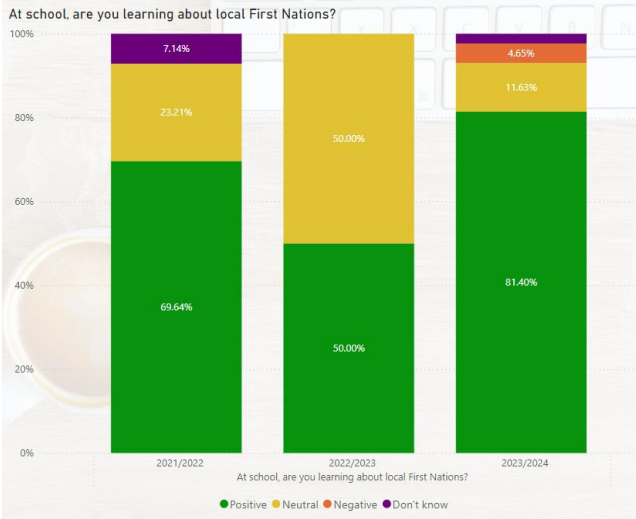


Figure 3 – Grade 4 Student Learning Survey
Are you Learning Dakelh / Lhiedli T’enneh Language

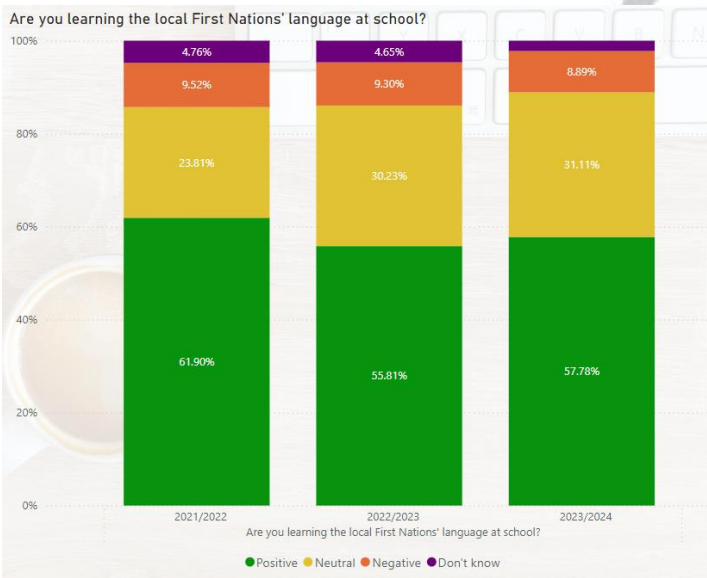
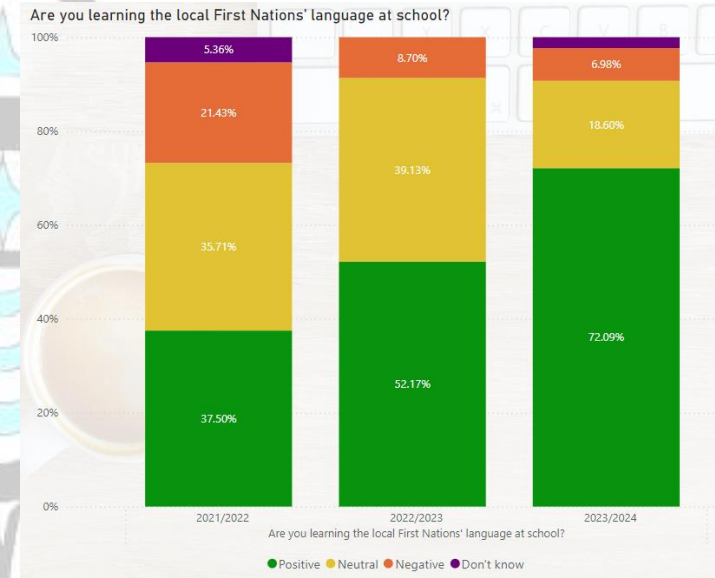
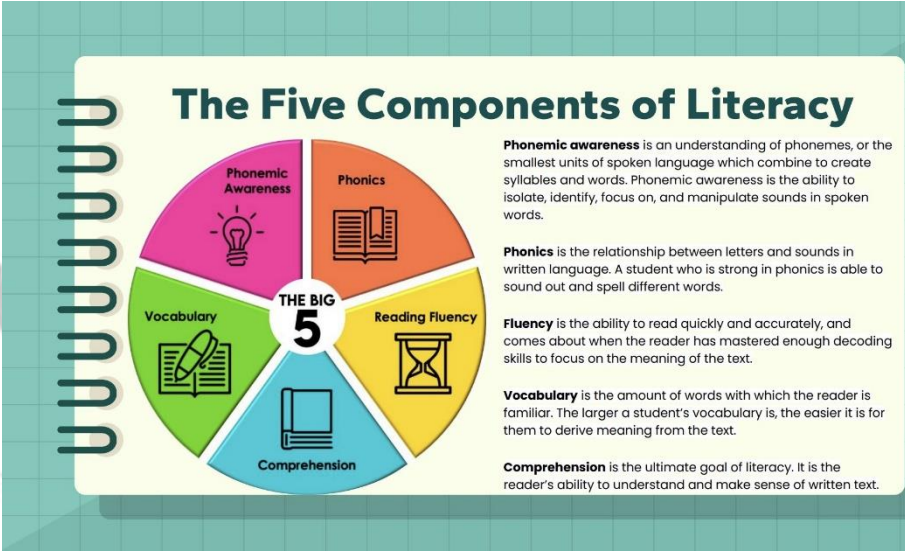
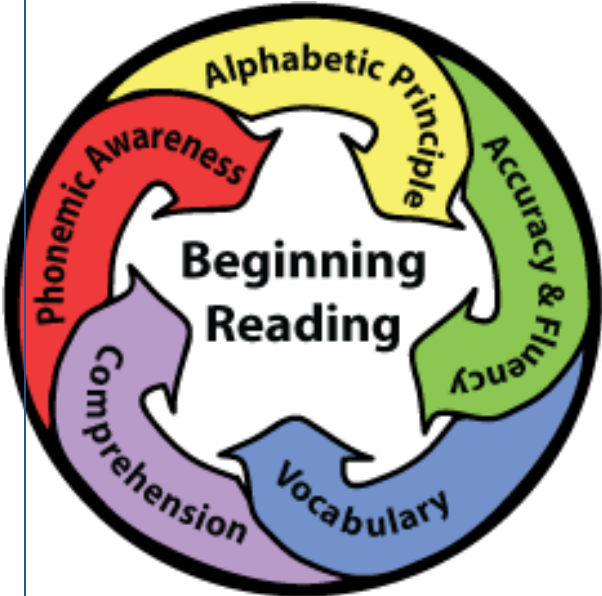


Figure 4 – Grade 7 Student Learning Survey Data
Are you Learning Dakelh / Lhiedli T’enneh Language



Direction 4 - Learning

We will work to achieve engaging, ongoing, learning communities that will enhance options and choice for EACH student to be successful.



Goals

- 1. Increase literacy and numeracy rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.

Strategies

Strategies for Student Learning

- Provide direct supports for ELL and LA students
- Finding quiet places for learning (less distractions), self-regulation, and small group work
- Develop Math visuals for students
- Use University of Florida Literacy Intervention (UFLI) best practices to explicitly teach students to recognize and manipulate sounds (Phonemic awareness) and understand the relationship between sounds and letters (Grapheme-phonemic awareness)
- Leveled reading groups

Strategies for Adult Learning

- Host training or collaborative teaching sessions on DIBELS administration, scoring, and interpretation.
- DIBELS, BAS, SNAP and Writing snapshot assessments to help guide student instruction, feedback or intervention
- Use DIBELS and / or Baseline Assessment System (BAS) data to inform targeted instruction and intervention, improving foundational literacy outcomes for each student.
- Create baseline data for each primary student using the DIBELS screener.
- Use collaboration time to review DIBELS data, share instructional strategies, and co-plan interventions.
- Facilitate peer observations and coaching focused on literacy instruction.
- Create a shared digital and paper-based hub with DIBELS guides, exemplar lessons, and instructional tools.
- Offer ongoing support from SD57 District literacy teachers
- Creating a school wide Numeracy Problem-Solving approach
- Create a school wide common Numeracy language

Strategies for System and Structure quality

- ♦ Use a centralized School wide, primary focused, platform to store and analyze DIBELS results.
- ♦ Align BAS and DIBELS data with Southridge Intervention structures to ensure timely support for students.
- ♦ Hold grade-level data meetings after each benchmark assessment window to make individual and classroom student decisions.
- ♦ Encourage peer sharing of strategies that have worked for specific skill deficits (e.g., phonemic awareness, fluency, Problem Solving).

♦ **Classroom and Intervention Application**

- Develop small-group instruction plans based on DIBELS subtest or BAS results (e.g., NWF, ORF).
- Integrate targeted literacy activities into daily routines (e.g., fluency drills, phonics games).
- Integrate Baseline Assessment System (BAS) results with the DIBELS screening tool

Family Engagement

- Share family friendly results of DIBELS or BAS during conferences or Communicating Student Learning (CSLs)
- Offer take-home resources aligned with student needs.

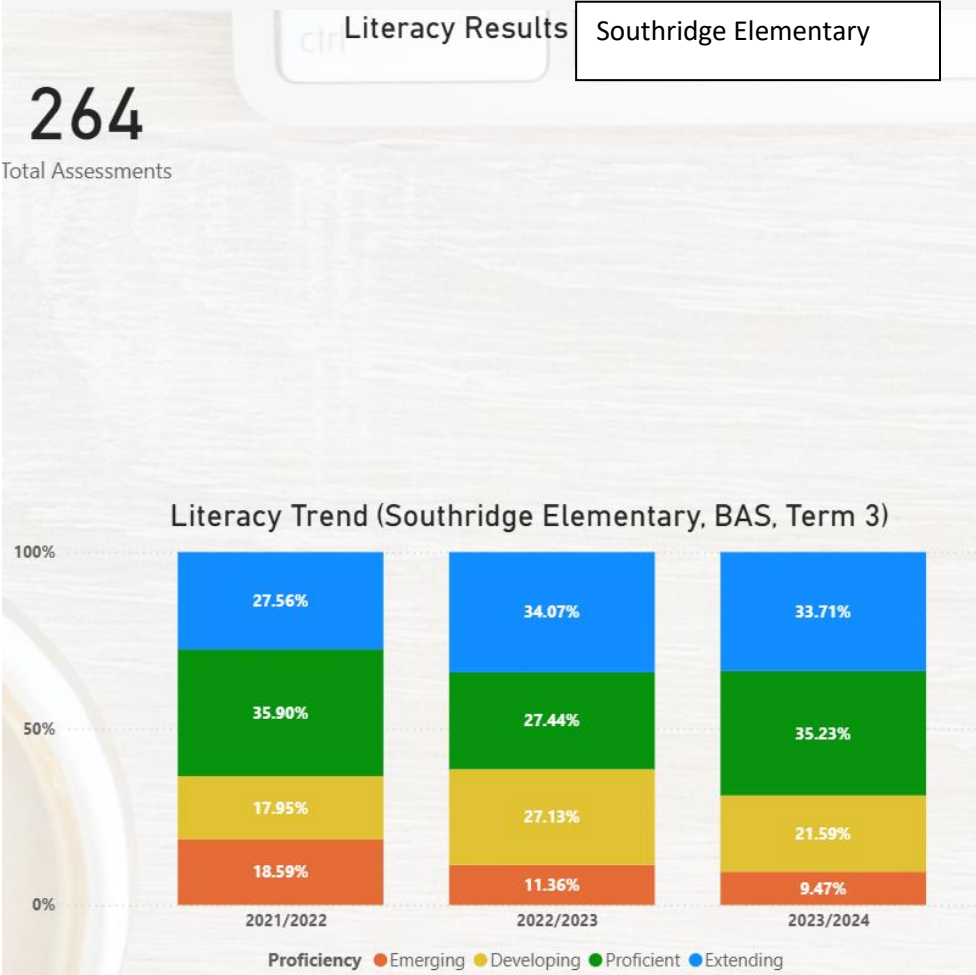
Success Measures – Literacy

Success Measures

- Classroom Based Assessments – Completed for grades 1 thru 7 / Whole School
 - DIBELS – Create a student and school baseline for this new assessment tool.
 - Each child in Primary divisions to have at least 2 sets of DIBELS assessments in 2025-2026 school year.
 - BAS – 70% are proficient or better and an improving trend line – Figure 1
 - BAS – Indigenous students – be at or above the all student's success rate – Figure 2
- Grade 4 and 7 Foundation Skills Assessment (FSA)
 - Gr 4 - Literacy - 75 % or better of 'on track' or better and an improving trend line – Figure 3
 - Gr 4 - Literacy - Indigenous students – be at or above the all student's success rate – Figure 4
 - Gr 7 – Literacy – 65% or better and an improving trend line – Figure 5
 - Gr 7 - Literacy - Indigenous students – be at or above the all student's success rate – Figure 6

Success Measures

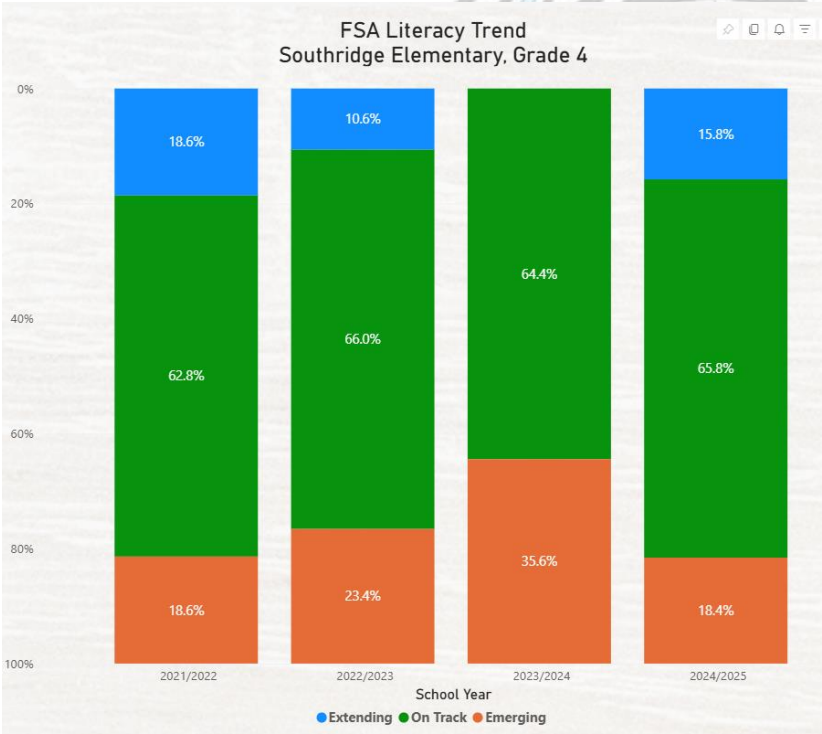
- Classroom Based Assessments – Completed for grades 1 thru 7 / Whole School
 - DIBELS – Each Primary division student will have 2 sets of DIBELS assessments in 2025-2026 school year. This will establish their baseline for subsequent years
 - BAS – 70% are proficient or better and an improving trend line – Figure 1
- Grade 4 and 7 Foundation Skills Assessment (FSA)
 - Gr 4 - Literacy - 75 % or better of 'on track' or better and an improving trend line – Figure 2
 - Gr 4 - Literacy - Indigenous students – be at or above the all student's success rate – Figure 4 and 5
 - Gr 7 – Literacy – 65% or better and an improving trend line – Figure 3
 - Gr 7 - Literacy - Indigenous students – be at or above the all student's success rate – Figure 6 and 7



Baseline Reading Assessment (BAS)

All students, in Southridge, in grades 1 thru 7 are assessed 3 times a year and this is term 3 (May/June) results for 3 school years

Figure 1

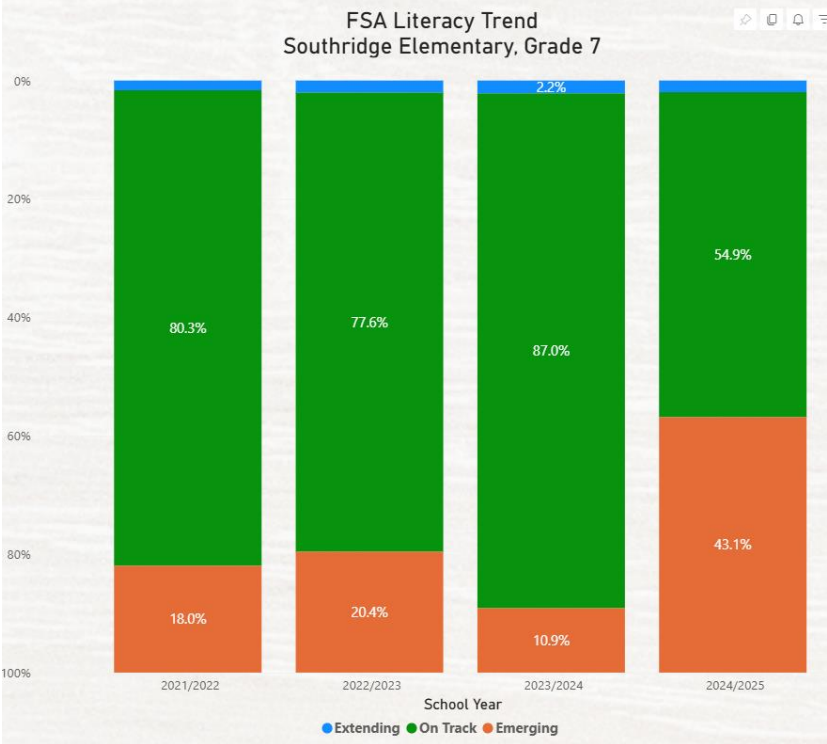


BC Ministry of Education and Child Care

Foundations Skills Assessment (FSA)

All Grade 4 students in BC take this assessment in October of each school year. Here are the results for 3 school years

Figure 2



**BC Ministry of Education and
Child Care**

**Foundations Skills Assessment
(FSA)**

All Grade 7 students in BC take
this assessment in October of
each school year. Here are the
results for 3 school years

Figure 3

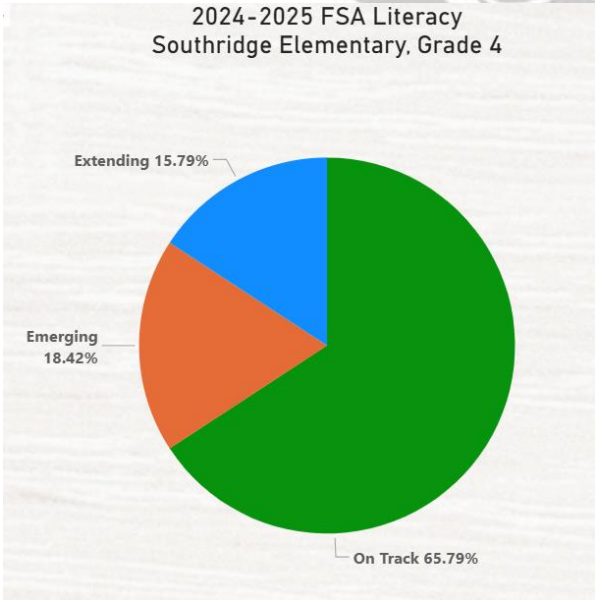


Figure 4

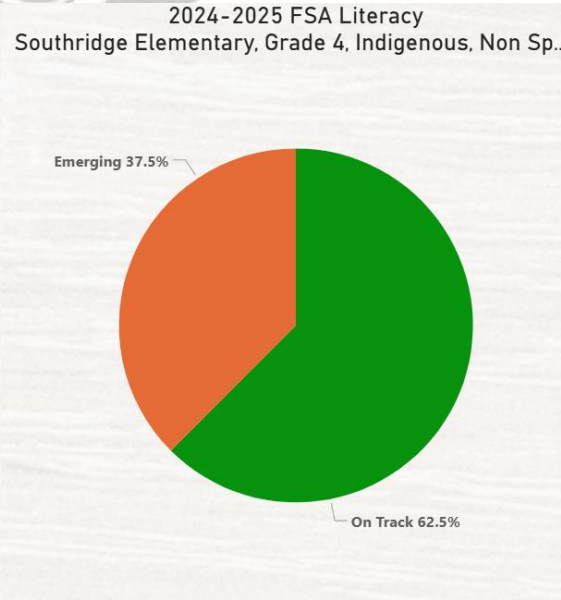


Figure 5

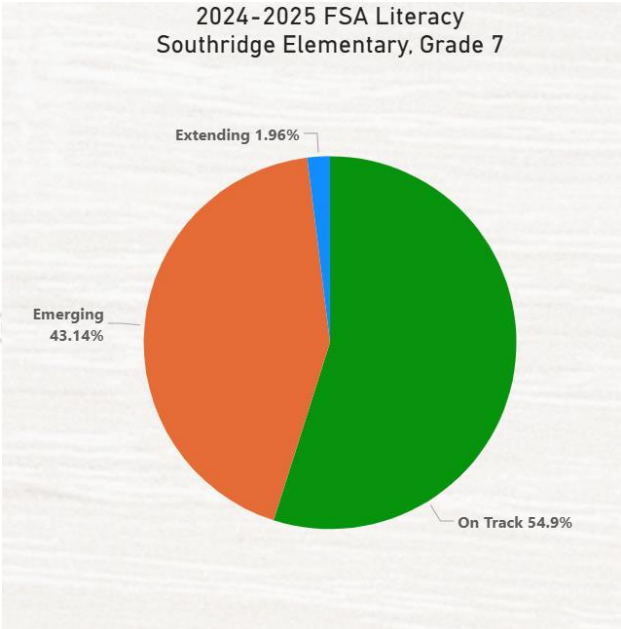


Figure 6

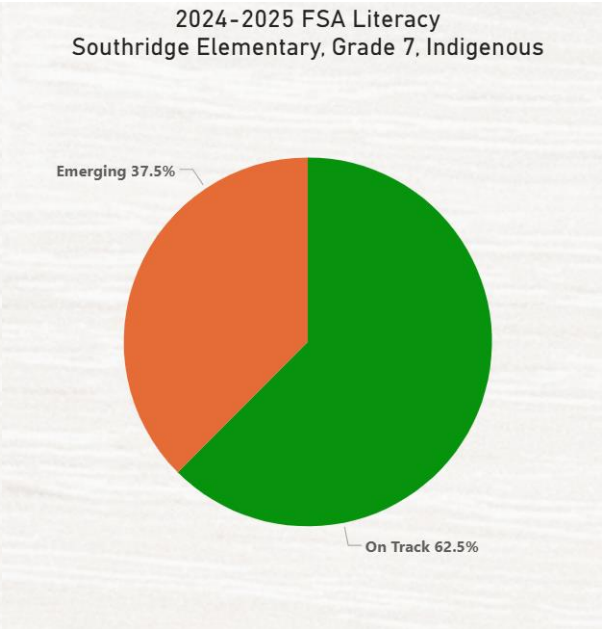


Figure 7