

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:

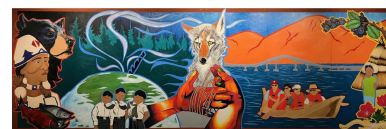
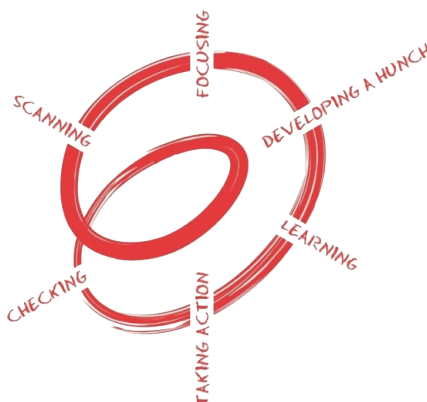
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



Lifeline - Shiloh 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: Okanagan Mission Secondary

School Year: 2021-2022

School Level: Secondary School

School Type: English

Family of Schools: Lake Country/Mission Family of Schools

Principal: Vincent Hunter

Vice Principal: Graham Johnson, Stephanie Gerber

Grade:

- ☒ Gr. 4
- ☒ Gr. 10
- ☒ Gr. 11
- ☒ Gr. 12

School Community Student Learning Plan

School Learning Story

Background:

At OKM, we pride ourselves on being an innovative school with a new administrative team dedicated to fostering excellence in education. Our commitment lies in creating an environment where all students can achieve high standards of academic and behavioral success. To accomplish this, we have established guiding principles that shape our approach to supporting every student's unique needs.

Guiding Principles:

Ensuring High Standards of Achievement:

We firmly believe in helping all students reach high standards. Through a combination of rigorous instruction, targeted interventions, and supportive resources, we aim to equip every learner with the skills, knowledge, and confidence needed for success. We recognize that each student's journey is unique and strive to provide the necessary support to help them meet and exceed expectations.

Shifting Practices to Meet Diverse Needs:

We understand that academic and behavioral needs can vary greatly among students. To address this diversity, we are committed to shifting our practices to meet the individual requirements of each student. Our dedicated team of educators continuously explores and implements a variety of services, strategies, and interventions to create a supportive and inclusive learning environment for all.

Providing High-Quality Instruction and Intervention:

To cater to the diverse needs of our students, we prioritize delivering high-quality instruction and intervention. Our teachers are committed to ongoing professional learning opportunities to enhance their instructional practices and deepen their understanding of differentiated and personalised instruction. By employing research-based strategies, they ensure that each student receives personalized support tailored to their unique strengths and areas for growth.

Monitoring and Reporting Student Progress:

Regular monitoring and reporting of student progress, both academic and behavioral, form an integral part of our commitment to student success. We employ various assessment methods to gauge student growth and adjust instructional practices accordingly. By closely tracking their progress, we can identify areas that require additional attention and provide targeted support to foster continuous improvement.

Belief in the Potential of All Students:

At OKM, we firmly believe that all students can learn and achieve their full potential. We foster a growth mindset, promoting the idea that intelligence and abilities can be developed through effort and effective strategies. This belief guides our approach to teaching and learning, encouraging every student to embrace challenges and strive for excellence.

High Expectations for ALL Students:

We maintain high expectations for every student that enters our school. We believe in setting ambitious goals and providing the necessary support to help students achieve them. By nurturing a culture of excellence and providing challenging yet achievable targets, we empower students to push beyond their comfort zones and realize their true potential.

Conclusion:

As a purpose-driven school, our commitment to innovation and growth extends to every aspect of our educational practices. By aligning our instructional strategies with the personalization of learning, we create an environment where all students can thrive. Through our guiding principles, we are dedicated to helping students achieve high standards, meeting their academic and behavioral needs, and fostering a belief in their limitless potential.

At OKM, we are excited to embark on this journey together, collaborating with our students, parents, staff, and community to create an exceptional learning experience for every child.

Together, we will shape a future where every student can flourish and succeed.

School Scan

School Community Student Learning Plan

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.**

Student scanning initiatives carried out throughout the school year. These efforts are part of our ongoing commitment to understanding and addressing our students' needs and priorities through the lens of our learners:

Individual Scans:

Description: Formal one-on-one interactions with students to gather personalized insights.

Purpose: To understand individual student needs, concerns, celebrations, and aspirations.

Formal Group Scans:

Description: Structured discussions and surveys conducted with groups of students.

Purpose: To gather collective feedback on common issues and trends among student groups.

Specific Individual Scans:

Description: Targeted scans involving selected students based on specific criteria.

Purpose: To gain detailed insights from students who represent diverse backgrounds or unique perspectives.

Random Selections:

Description: Randomly chosen students for scanning to ensure a broad and representative sample.

Purpose: To avoid bias and ensure that all student voices are heard, not just those who are typically more vocal or visible.

Data Collection and Utilization:

Data Aggregation: Data from these scans have been themed, compiled and analyzed.

Analysis: We have used both qualitative and quantitative methods to interpret the data, in an effort to identify key themes and patterns.

The insights gained from these scans have been instrumental in refining our student priorities and action plans. Specific areas of focus have included academic support, mental health resources, extracurricular activities, and community engagement.

The scanning initiatives have proven to be a valuable tool in our efforts to connect more deeply with our students and align our resources and strategies with their priorities. We appreciate the participation of all students and staff in these efforts and look forward to continuing this collaborative approach to enhance our learning environment.

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews		The data reveals several key trends related to student experiences in terms of their connection to school and community, skills and competencies, goal setting and reflection, motivation to attend school, and preferred methods of sharing learning. Regarding connection, students feel more connected when they participate in team activities or clubs and have opportunities to meet new people. They also value school spirit and take pride in their school. Community and school events, such as the Canyon Cup and sports tournaments, contribute to their sense of connection. In terms of skills and competencies, students recognize the importance of note-taking, perseverance, goal-setting, and

School Community Student Learning Plan

Type of Student Learning Evidence	Short Description	Further Details
		communication in achieving their goals, whether academic or athletic. They also emphasize the value of trying new things and avoiding comparisons with others. Achievements in various areas, such as physical fitness, sports, and hobbies, contribute to their sense of pride and accomplishment. When it comes to sharing learning, students have diverse preferences. Some enjoy presentations or projects, while others prefer smaller groups or using technology to convey their ideas effectively. Goal setting and reflection are essential to students' approach. Some write down their goals and follow through, while others opt for daily or SMART goals. Reflection helps them track progress and make necessary adjustments. Non-traditional methods like vision boards are also utilized. The students' motivation to attend school revolves around personal development, making the most of their situation, and achieving their goals. They also value opportunities like exchange programs and future job prospects. Supportive teachers who go above and beyond, create a positive classroom environment, and foster a sense of connection are highly valued by students. On the other hand, negative experiences with teachers lacking support or academic challenges were mentioned. Overall, the data suggests that students value a sense of community, support from teachers, achieving goals, and continuous learning. They appreciate being part of teams and clubs, developing skills, setting and reflecting on goals, and expressing their ideas in various ways.

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 have identified several trends and patterns from scans and observations:

Engagement with Inquiry-Based Learning: Students are more engaged when they are encouraged to ask questions, explore topics of interest, and engage in problem-solving activities that promote critical thinking.

Project-Based Learning: A trend towards integrating projects that require research, critical analysis, and creative solutions, helping students develop higher-order thinking skills.

Blended Learning Environments: A mix of classroom instruction, allowing for a variety of learning experiences and catering to different learning styles.

Recognition of the importance of learning experiences outside the classroom, such as clubs, sports, and community service, contributing to a well-rounded education.

An emphasis on personalized learning plans that accommodate individual student needs, interests, and learning paces.

Commitment to providing ongoing professional learning opportunities for teachers, ensuring they stay current with educational trends and best practices.

Fostering a collaborative environment where teachers share resources, strategies, and support each other's professional learning.

Encouraging students to take an active role in their education by involving them in decision-making processes and valuing their feedback.

Offering various pathways and options for students to choose from, including elective courses, advanced placement, and other options allowing them to pursue their interests and passions.

Creating a school culture that values and celebrates the unique perspectives and talents of each student, promoting an inclusive environment.

Designing learning environments that encourage creativity, collaboration, and innovation, such as collaborative classrooms, gathering areas and flexible seating arrangements.

These trends and patterns highlight the commitment to creating a dynamic and supportive learning environment that not only focuses on academic excellence but also on personal growth, creativity, and student empowerment.

School Community Student Learning Plan

Student Learning Goal 1:

Creating an inclusive and supportive learning environment that will foster a positive school culture where all students feel valued and can thrive.

***At OKM, we take pride in the valuable learning experiences we provide to our students. We recognize that our dedicated staff members are continually seeking support and opportunities for growth, while our students crave meaningful experiences, a sense of voice, and choices in their educational journey. We acknowledge that our school already offers a positive overall experience, but we are committed to fostering a more vibrant culture that prioritizes student empowerment, voice, and choice.

In our pursuit of excellence, we believe in creating a learning environment that inspires curiosity, critical thinking, and lifelong learning. We celebrate the diverse learning experiences that take place within our classrooms and beyond, recognizing the importance of engaging our students through relevant, interactive, and personalized approaches.

We understand that our staff members are integral to the success of our school. We value their dedication and commitment to growth, and we are committed to providing the necessary support and resources they need to continuously develop their skills and expertise. By investing in their professional development and fostering a collaborative and inclusive culture, we empower our staff members to deliver exceptional education and provide the best possible learning experiences for our students.

Moreover, we wholeheartedly embrace the belief that our students should have a voice and choice in their education. We are committed to offering opportunities that allow them to actively participate in shaping their learning journeys. By incorporating student feedback, encouraging their input, and involving them in decision-making processes, we create an environment where their voices are heard, respected, and valued. We recognize that students thrive when they feel ownership over their education, and we are dedicated to providing ample opportunities for them to explore their interests, pursue their passions, and take an active role in their learning.

While our school experience is already positive, we are determined to create a more vibrant and inclusive culture. We commit to fostering an environment that nurtures creativity, collaboration, and innovation, ensuring that every student's unique perspectives and talents are acknowledged and celebrated. We strive to create more avenues for students to express their voice, exercise choice, and actively contribute to the educational community.

In summary, at OKM we celebrate the learning experiences that take place within our walls. We recognize the growth-oriented mindset of our staff members and are dedicated to providing them with the necessary support. We understand the importance of empowering our students with opportunities for voice and choice, and we commit to fostering a more vibrant culture that values their input and involvement.

Together, we will continue to cultivate an educational environment that nurtures lifelong learners, fosters individual growth, and prepares our students to become engaged and responsible members of society.

OKM - Celebrating Learning, Empowering Voices, and Embracing Growth.

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](#):

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
- ☒ Creative Thinking
 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ 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	Focus Groups: We will conduct focus group discussions with students, teachers, parents, and other stakeholders. These discussions will help us to explore different perceptions of our school culture, the inclusivity of the environment, and the support systems in place.	In our school's quest to gather qualitative evidence around our educational priorities, we recognize the invaluable need to engage members of the Indigenous community. Collaborating with Indigenous educators, parents, and students is not just a requirement; it's an opportunity to co-create research questions and methodologies that respect and reflect Indigenous perspectives. Indigenous education emphasizes a holistic approach—one that embraces the physical, emotional, mental, and spiritual well-being of individuals and the community. To ensure our research aligns with these principles, we must be intentional in our approach. This means moving beyond the mere collection of data and immersing ourselves in the culture, values, and traditions of the Indigenous community. Our school's commitment to gathering qualitative evidence around our priorities is an opportunity for inclusive and culturally sensitive research. By involving Indigenous educators, parents, and students, respecting holistic principles, committing to long-term engagement, and valuing community input, we can create research that truly reflects the diversity of our school community and contributes to the betterment of education for all.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Interviews: Conduct empathy interviews with key stakeholders to gather insights into their experiences and perspectives. We will use open-ended questions but encourage detailed responses.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Surveys: Design qualitative surveys with open-ended questions that allow respondents to provide written responses.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Observations: Engage in classroom observations and school-wide observations to witness firsthand the interactions, behaviors, and practices within the learning environment. Take notes and record observations to identify norms.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher Journals: Encourage teachers to keep journals and commit to reflective logs about their experiences and the learning. We will ask staff to share this dialog with us if comfortable.	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

To support an inclusive and supportive learning environment that fosters a positive school culture where all students feel valued and can thrive, our school has undertaken several initiatives, centered on professional learning and growth. Here's a summary of these efforts:

Resource Team Transformation: We've restructured our resource team to better cater to the diverse needs of our educational community. This ensures that students with varying learning requirements receive tailored support.

Curriculum Leadership: Our commitment to action research led by curriculum leads helps address student priorities and needs, ensuring that our curriculum is inclusive and responsive.

Enhanced Support Systems: A comprehensive continuum of supports is being established, recognizing and accommodating various student needs, including learning and social emotional wellness.

Increased Staffing: Additional staff allocation in work experience and international programming enriches the educational experience, providing more opportunities for diverse student interests and goals.

Transition to Learning Commons: Transforming our traditional library into a dynamic learning commons creates an inclusive and interactive space that welcomes all students.

Resource Space Innovations: Changes in our resource spaces focus on student wellness and optimal learning, making these areas more accessible and accommodating to all.

Personalized Improvement Projects: Engaging all staff in school improvement projects tailored to their interests fosters genuine involvement and supports a diverse range of school community hopes, dreams and needs.

Inquiry-Based Learning: Our commitment to inquiry-based learning keeps students engaged and curious, catering to various learning styles and abilities (Addition of AP).

Professional Development (PD) Funds: Allocating funds for professional learning, planning and collaboration to ensures that staff remains updated on current educational practices, including strategies for inclusive teaching.

Communication Evolvement: Personalized communication enhances connections within the school community, ensuring that all stakeholders feel heard and valued.

Parent-Teacher Interaction Overhaul: Restructured parent-teacher interactions promote a more inclusive and collaborative approach, involving parents in their child's learning.

Acknowledgment of Students: Prioritizing the recognition and celebration of students through events and everyday greetings fosters a positive and inclusive school culture.

Revitalized Staff Meetings: Changing staff meeting formats to focus on active learning and collaboration to ensure that all staff members contribute to creating an inclusive environment.

Admin Role Evolution: Shifting the administration's role to one that emphasizes leadership in learning and up-to-date practices sets an example for the entire school community.

Second Language Evolution: Commitment to evolving second language education with added programs and supports ensures all students have access to language learning opportunities.

Beautification of School: Enhancing the school's appearance makes it a more welcoming and inspiring place for learning, contributing to a positive school culture.

In summary, our school's initiatives revolve around professional learning and growth to create an inclusive and supportive learning environment where all students feel valued and empowered to thrive, fostering a positive school culture.

School Community Student Learning Plan

School Level Strategies and Structures:

Resource Team Transformation:

Conduct a standardized needs assessment to identify specific learning requirements of students.
Collaborate with school based experts to develop tailored support plans for students with diverse needs.
Offer regular professional development for resource team members to stay updated on best practices in inclusive education.
Establish clear communication channels between teachers, parents, and the resource team to ensure alignment in supporting students.

Curriculum Leadership:

Appoint dedicated curriculum leads responsible for ongoing research and development.
Encourage curriculum leads to collaborate with teachers, students, and parents to identify areas for improvement.
Provide resources for action research projects and opportunities for sharing findings with the school community.
Continuously review and adapt curriculum materials and teaching methods based on research outcomes.

Enhanced Support Systems:

Develop a Student Support Services team comprising counselors, special educators, and other specialists.
Implement a tiered support system to address various student needs, with a focus on early intervention.
Create a centralized system for tracking and monitoring student progress and support plans.
Ensure that support services are accessible and well-publicized to students and parents.

Transition to Learning Commons:

Collaborate with students, teachers, and librarians to design a welcoming and functional learning commons.
Ensure that the learning commons is equipped with a diverse range of resources, including digital technology.
Promote the use of the learning commons for collaborative and independent learning.
Gather feedback from students and teachers to make continuous improvements.

Resource Space Innovations:

Involve students in the redesign of resource spaces to ensure they meet student wellness and learning needs.
Provide flexible seating arrangements and technology options to accommodate diverse learning styles.
Offer mindfulness and relaxation resources in resource spaces to support student well-being.
Train resource space staff on strategies for creating an inclusive and supportive environment.

Personalized Improvement Projects:

Encourage staff to identify their interests and passions and align improvement projects accordingly.
Establish a system for sharing project outcomes and best practices with colleagues.
Provide time and resources for staff to collaborate on cross-disciplinary improvement projects.
Celebrate the achievements and contributions of staff members involved in personalized projects.

Inquiry-Based Learning:

Develop and share inquiry-based lesson plans and resources among teachers.
Offer professional development on inquiry-based teaching strategies.
Encourage students to explore their own questions and interests through inquiry projects.
Create a culture of curiosity and critical thinking through regular discussions and reflection on inquiry-based practices.

School Community Student Learning Plan

Classroom-level Instructional Strategies:

Differentiated Instruction:

Tailor instruction to meet the diverse needs, abilities, and interests of students.

Provide a range of learning options, including varying content, process, and product to accommodate different learning styles and abilities.

Universal Design for Learning (UDL):

Implement UDL principles by offering multiple means of representation, engagement, and expression.

Provide accessible materials and technologies to support all students in the learning process.

Collaborative Learning:

Encourage group activities and cooperative learning to foster positive peer interactions.

Culturally Responsive Teaching:

Incorporate diverse perspectives, cultures, and backgrounds into the curriculum and classroom discussions.

Use culturally relevant materials and examples to make learning more relatable for students.

Social-Emotional Learning:

Embed activities and lessons into the class to help students develop self-awareness, self-regulation, and interpersonal skills.

Create a safe space for students to discuss emotions and build empathy.

Clear Expectations and Routines:

Establish clear classroom expectations that promote respect and inclusion.

Maintain consistent routines to provide structure and predictability for students.

Student Voice and Choice:

Involve students in decision-making by allowing them to choose topics, projects, or activities that align with their interests and needs.

Encourage students to share their opinions and ideas in class discussions.

Regular Feedback and Assessment:

Use formative assessment techniques to gauge student understanding and adapt instruction accordingly.

Provide constructive and specific feedback that helps students set goals and improve.

Celebrating Diversity and Inclusion:

Organize classroom activities and events that celebrate cultural diversity, awareness months, and inclusion.

Create a classroom environment where students feel comfortable sharing and learning about each other's backgrounds.

Professional Development for Teachers:

Ensure that teachers receive ongoing training in inclusive teaching practices, cultural competence, and learning strategies.

Restorative Practices:

Implement restorative practices to address conflicts and behavioral issues in a way that promotes understanding and empathy rather than punitive measures.

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?):

Many students are facing heightened levels of stress and anxiety, driven by academic pressures, social dynamics, and personal challenges. This trend underscores the necessity of expanding our counseling staff and resources to meet the growing demand.

Students are seeking a safe space for sharing experiences and coping strategies, fostering resilience and mutual support.

We need more programs focused on mental health education, stress management, and self-care practices based on student feedback. Students are more aware of mental health issues and are actively seeking support.

We are actively expanding our counseling services, promoting peer support groups, and enhancing mental health awareness programs, we aim to create a supportive environment where all students feel valued and empowered.

Student Learning Goal 2:

Prioritize social and emotional well-being and emphasize the importance of mental health support to create a safe and inclusive environment where students feel valued, supported, and empowered to achieve their full potential.

***In recognition of the stressful and challenging nature of high school, we are committed to prioritizing support frameworks and structures to assist our students. To ensure their well-being, we will provide a range of resources, including access to counseling services, peer support groups, and mental health awareness programs. Our goal is to create an environment where students feel supported and equipped to navigate the pressures they may encounter during this important phase of their lives.

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
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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	Case Studies: Develop case studies of individual students or groups who have benefited from specific support initiatives.	Honoring and supporting the Indigenous population when gathering quantitative and qualitative evidence and conducting research involves respecting their cultural protocols, engaging in meaningful collaboration, and ensuring that the research process is culturally sensitive. By actively involving the Indigenous community in the research process, respecting their cultural values and protocols, and adapting research methods to their needs, we can conduct research in a way that honors and supports Indigenous people while assessing the school communities' efforts to create a safe, inclusive, and supportive environment for all students.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Peer and Self-Assessment: Encourage students and teachers to engage in self-assessment and peer assessment to evaluate the school's efforts in promoting social and emotional well-being and inclusivity.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Participation Rates in Extracurricular Activities: Measure the percentage of students involved in extracurricular activities, clubs, or sports teams.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Surveys on Mental Health Support Services: Administer surveys to students, parents, and staff to assess the perceived effectiveness and accessibility of mental health and wellness support services provided by the school.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Climate Surveys: Use standardized climate surveys designed to assess school culture and climate. These surveys often include quantitative indicators related to inclusivity and well-being.	

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?):

We are seeing an increased interest and participation in alternative graduation pathways. We will continue to expand and promote these pathways, ensuring students and parents are well-informed about the options available and the benefits they offer.

We are observing high engagement and enthusiasm for career life programs and real-world learning opportunities. We are actively pursuing experiences for students that provide practical skills and insights, making learning more relevant and engaging.

Students are showing significant growth in critical thinking and problem-solving skills. Personalized learning initiatives that incorporate project-based learning, inquiry-based learning, and collaborative projects are fostering these essential skills.

Personalized learning approaches that give students more choice and control over their learning experiences have led to greater motivation and investment in their education. Students are more engaged and take a proactive role in their learning process.

Student Learning Goal 3:

We will commit to designing learning that is centered around personalized experiences, with the goal of cultivating a lifelong love of learning in our students.

***At OKM, we recognize that every student possesses unique learning needs and preferences. With this in mind, our top priority is to create personalized learning experiences that cater to each individual. This may involve offering different pathways to graduation and providing unique opportunities that align with students' interests and strengths. We firmly believe that learning is a lifelong journey, and we are dedicated to equipping our students with the skills they need to thrive beyond graduation. Our focus lies in fostering critical thinking, problem-solving, and collaboration skills, as we understand these abilities are crucial for success in the modern world. Additionally, we are committed to providing real-world learning experiences, such as career life programs, to cultivate a spirit of lifelong learning among our students.

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	Student Surveys: Develop surveys that include Likert scale questions to gauge students' attitudes toward learning, their level of interest, and their perceived autonomy and control over their learning experiences. We will include questions that ask about their motivation, satisfaction, and perceived relevance of the personalized learning activities.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Portfolio (Capstone): Have students create portfolios showcasing their work and reflections from personalized learning experiences. a	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Focus Groups: Organize focus group discussions with groups of students and families who have participated in personalized learning experiences. We will encourage them to share their thoughts, feelings, and personal stories related to their learning journeys.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Reflections and Insights from Teachers: Gather insights from teachers and other stakeholders about their experiences implementing personalized learning and any notable changes in students' love for learning over time.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student empathy interviews: Conduct interviews with students to explore their experiences with personalized learning. Ask open-ended questions about what they enjoy about the personalized approach, how it has influenced their attitudes toward learning, and any challenges they have encountered.	