



Aberdeen Elementary School

aberdeen.sd73.bc.ca

School Learning Plan 2020 2017-2022



Building Community, Inspiring Confidence, Opening Minds

[Link](#) to South Kam Secondary Family of Schools presentation:

School Context

School History:

Aberdeen Elementary is now 39 years old. It has grown up with the Aberdeen community. The first year of operation was not on the current site, but by mid year the building was finished and we grew to a population of over 600 students. Aberdeen has had three additions over the past 39 years. Student enrolment decreased to approximately 400 students when Pacific Way was opened, 17 years ago. Our current enrolment is 401 students.

School Context:

Aberdeen Elementary School is situated in a middle class neighbourhood with 401 students in K-7. We are the only dual-track school in School District #73, with six Montessori classes and twelve regular classes. There are currently 24 teachers on staff. We also have four Certified Education Assistants, and one school secretary. Our Aboriginal Education Worker, Library Assistant, and custodians are shared with another school. They all help in building our community and supporting our educational programs.

We rent a classroom to a private Montessori Preschool. We have 42 students who arrive by bus from Knutsford, which is a rural area south of Kamloops. Our Aboriginal population is 40 students (~10%) dispersed in the eighteen divisions.

Our Montessori program places a strong emphasis on Peace Education leading up to our Peace Day. Within the Montessori program, students engage in activities designed to develop independent learners, self-efficacy, community-mindedness and focus on the natural world. These attributes of our Montessori philosophy permeate through the school in a very positive way.

We offer extra curricular programming, some of which may include: Battle of the Books, Young Authors, Young Artists, Math Expo, Heritage Fair and Science Fair. Our Aboriginal Education worker offers activities for students during the lunch hour. There are also numerous athletic opportunities, including intramural sports, run club, cross country running, volleyball, basketball, swimming, track and field, and flag football. Many students participate; for instance, this year we had four volleyball teams, four basketball teams, and intramural leagues offered to our intermediate and primary students.

We are fortunate to have students who give their time in a variety of leadership opportunities. Such leadership roles include Student Advisory Council (SAC), office helpers, lunch monitors, peer helpers, scorekeepers, referees, and library helpers. Students have led school assemblies, have organized fundraising opportunities, have given back to our own students in need, and have given back to the animals and people in our community. Over the course of the year students were involved in various school spirit leadership; for instance, students organized Jump Rope announcements and stations, created and led clan group activities, and took part in spirit days like "Wear Aberdeen Spirit Wear & Colours".

We have a dynamic Music Program, including a strong primary music program and a Grade Seven Band Program. Our music groups have performed in various concerts and assemblies throughout the year, providing entertainment to students, parents, and community members.

We have an active and supportive PAC, supporting all students and staff in academic and social venues. PAC offers opportunities to build community by having dances and a Fun Fair. Our PAC also provides fundraising possibilities so that they can offer funds to teachers for student and class enrichment, and they support school-wide events or speakers. We consult with them regarding our plans at their monthly meetings.

Aberdeen has a large and diverse population of learners, and therefore has developed and implemented a variety of programs that provide students with numerous opportunities to be successful. There are strategies and processes in place for all of our learners. Our Certified Educational Assistants (CEAs) are assigned on a very tight timetable to meet the needs of students with exceptionalities. Inclusive Education Plans (IEPs) and Safety Plans are developed in conjunction with parents, classroom teachers, CEAs, SFCs, LARTs, AEW (Aboriginal Education Worker) and Administrators. Class composition is given very serious consideration and classes are established to meet the needs of all students. CEA assignment is taken into consideration when constructing classes. Our AEW contacts families who have identified themselves as having aboriginal ancestry each year. He works with students in classes and is also a visible presence on our playground and in our halls three afternoons a week.

We have a very strong sense of community at Aberdeen, and the words students used most often when describing what makes our school special were *caring, kind, fun, and learning*. There is a tremendous passion amongst all staff members to teach well and engage students in quality learning experiences.

School Goals 2018/2019:

1. To develop Personal Awareness and Healthy Relationships through the skill of Self-Regulation/Normalization
2. To improve students' English Language Arts achievement

Progress Summary:

Goal 1 - To develop Personal Awareness and Healthy Relationships through the skill of Self-Regulation/Normalization

Targets:

- Every child be able to describe their emotions
- Understand what self regulation tools are and identify which self regulation strategies may work for them
- Apply various strategies to solve social challenges

Tools:

1. Explore the "DEWRS" survey
2. Use behaviour data from MyEd BC
3. Student Learning Survey

Our Approach:

- ★ Continued to support the use of self-regulation strategies through providing teacher collaboration time, staff meeting dialogue and providing materials/resources to teachers
- ★ Daily announcements were made to remind students of pro-social expectations - Virtues Project. Our Student Advisory Council (SAC) played a role in choosing the Virtues that were focused on each month
- ★ A PBIS Matrix focus for the week was shared each day during the morning announcements
- ★ Brought in the RCMP to review the WITS program with all of the primary students. Posters were purchased for all teachers

Evidence of the Impact in developing Personal Awareness and Healthy Relationships through the skill of Self-Regulation/Normalization (Goal 1) this year:

Fall DEWRS Highlights - shared in a staff meeting and with the PAC (Oct 12, 2018)

- Our school closely mirrored the Canadian averages in a few areas and exceeded in many
- Responses from Grade 4-7 students

DEWRS Outcomes	Canadian Norm	Aberdeen
Students who are interested and motivated in their learning	65%	88%
Students who try hard to succeed in their learning	89%	94%
Students who feel safe at school as well as going to and from school	68%	76%
Student who feel teachers are responsive to their needs and encourage independence with a democratic approach	79%	88%

Aberdeen-Specific Questions	Fall 2018 strongly agree or agree	Spring 2019 strongly agree or agree
I can understand what self-regulation tools are and identify which self-regulation strategies work for me	80%	78%
I am able to use a number of strategies to solve problems in social settings	70%	78%

Goal 2 - To improve students’ English Language Arts achievement

Targets:

- 95% of students will be Approaching or better (Primary) or “C” or better (Intermediate) in English Language Arts on the year end report card
- Reading - Primary Reading Assessment (PRA) at Independent Level (90% of students) and Non Fiction Reading Assessment (NFRA) (90% of students) at Developing or better for their grade level in the Spring assessment
- Writing - Using the Performance Standards that 90% of students will be Developing or better in the May school wide write

Tools:

1. Primary Reading Assessment and Non Fiction Reading Assessment
2. Report Card Marks
3. Performance Standards
4. Student Learning Survey questions

Our Approach:

- ★ Recognized that English Language Arts results were dropping in FSAs and Report Cards
- ★ Staff engaged in Professional Learning
- ★ Pre-Test in September/October through a School-Wide Write & Non-Fiction Reading Assessment
- ★ Ongoing Instruction and Practice by Teachers, CEAs, AEWs and LARTs
- ★ Gauge students' growth through self-assessment (DEWRS & School Learning Survey)
- ★ Post-Test in May for School-Wide Write & Non Fiction Reading Assessment
- ★ Reflect and Refocus for Next Year

Steps taken to support improvement in Language Arts Outcomes this year:

September 21, 2018 Literacy Pro-D

We had the four person district literacy team work with our entire staff on writing strategies and engaging students in the writing process using "loose bits", building with their hands and tactile experiences.

September 24, 2018 Staff Meeting

School-wide write: - through discussion we arrived at this point

- Writing October 2-5 school wide. Using the information from our Pro-D on Friday to guide the writing activity
- Primary Topic: How did you persevere when something was hard?
- Intermediate Topic: When is a struggle worth it?
- Teachers can choose either depending on their class

Leveled Literacy Resources - released teachers to work on organizing these resources

December 3 & 4, 2018 Pro-D & Follow-Up Mentorship

Jan Burkins and Kim Yaris - Pro-D presentation to Intermediate and Primary teachers

- In separate presentations (primary and intermediate) Jan and Kim presented a workshop called, "Who's Doing The Work?" The focus was on shifting literacy instruction and processes to foster an environment where students are thinking hard and doing the work while teachers are gradually releasing responsibility to students.
- Dec 4 - Jan and Kim - Worked with teachers (we brought in 10 TTOCs - 2 paid for by the school, 8 paid for by the KTTA) who were released to observe how the processes can be applied. After school, we debriefed on the experience and teachers were glowing with positivity about the potential of this model - hear it in a workshop, see how it is applied. In addition, the KTTA brought in Jan and Kim in April (KTTA Day) to further present. Sally offered to purchase copies of Jan and Kim's book for any staff member who was interested and a number of teachers now have copies of this book.

January 28, 2019

Staff meeting

Spent time looking at the Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

to examine some of the strategies we are using in our school (Literacy and Self-Regulation) to ensure they are having the research-based impact we are hoping for them to achieve.

January 28 - Feb 1, 2019

Literacy Week Activities

School-wide, we participated in (Drop Everything and Read) daily, a Principal's challenge to read the most minutes each day (leading to a draw for lunch with the Principal), What's my word? activity, Read Me Day (words on clothing), Poem in my pocket day, and Fox in Sox (wear silly socks and read).

March 1 Curriculum In-Service Focus: Core Competency (Thinking)

a.m. Elizabeth deVries - Critical Thinking approaches to literacy

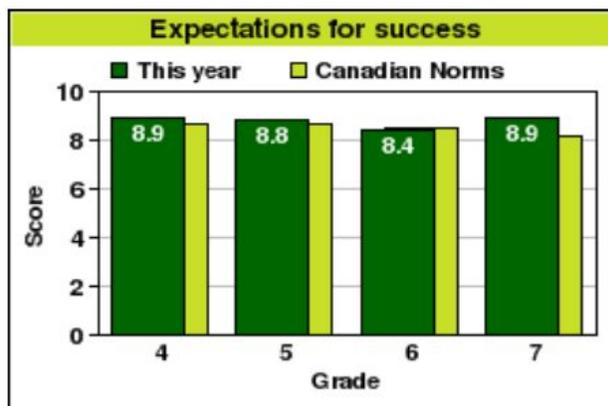
p.m. Christy Gauley - Creative Thinking approaches to literacy

Evidence of the Impact in Language Arts Outcomes (Goal 2) this year:

Student Responses to the 2019 Student Learning Survey

Grade 4	I feel I am getting better at Writing	76%	Agree or Strongly Agree
Grade 4	I feel I am getting better at Reading	85%	Agree or Strongly Agree
Grade 7	I continue to get better at Writing	75%	Agree or Strongly Agree
Grade 7	I continue to get better at Reading	84%	Agree or Strongly Agree

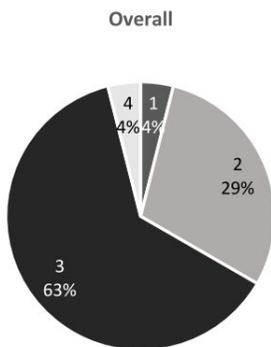
DEWRS April 2019 data



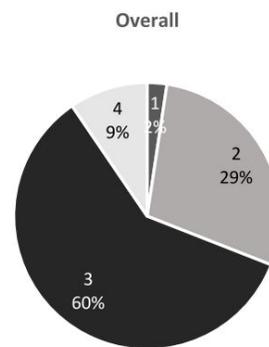
Expectations for Success:

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

Grade 6- Spring 2019



Grade 7 - Spring 2019



Writing - Using the Performance Standards that 90% of students will be Developing or better in the May school wide write. Baseline data from Fall 2018 and Spring 2019 data after one year of intentional focus.

School Wide Write Data

Grade Level	Fall 2018 % Developing or better	Spring 2019 % Developing or better	Grade Level	Fall 2018 % Developing or better	Spring 2019 % Developing or better
Kindergarten	N/A	N/A	Grade 4	90%	80%
Grade 1	52%	88%	Grade 5	85%	95%
Grade 2	79%	98%	Grade 6	88%	92%
Grade 3	80%	84%	Grade 7	87%	96%

School Goals 2019/2020:

1. To develop students' problem solving skills in numeracy
2. To improve students' English Language Arts achievement - with a specific focus on written responses

Progress Plan:

Goal Rationale (Theory of Action):

Mathematics is integral to every aspect of daily life. Mathematical skills are essential for solving problems in most areas of life and are part of human history. BC Mathematics Curriculum Introduction

If we provide opportunities for teachers to share and develop their skills around **Problem Solving in Numeracy** then we will see students demonstrating efficacy (belief/confidence to exert control over one's own behaviour) to solve problems with more confidence and greater ability.

Goal 1 - To develop students' problem solving skills in numeracy

Targets:

- Based on teacher observations, 95% of students will be able to show initiative to solve problems
- 90% of students will be able to identify the steps to solving a problem. We will measure this using a question on the DEWRS survey
- Based on teacher observations, 95% of students will be able to communicate mathematical thinking in multiple ways
- Once the students have completed the District Numeracy Assessment (DNA), a baseline and target will be established
- 98% of students will be approaching or better (Primary) or "C" or better (Intermediate) in Math on the year end report card

Tools:

1. District Numeracy Assessment (DNA) for Grades 3 and up
2. June Report Card data
3. BC Numeracy Curriculum
4. DEWRS survey
5. Anecdotal reporting

Our Approach:

- ★ Professional learning and collaboration times will be offered during staff meetings
- ★ Collaboration time will be provided to teachers during Art Starts' performances
- ★ The purchasing of resources and manipulatives will be offered to staff members
- ★ Staff will explore building common language in numeracy to avoid educational whiplash as students move from class to class
- ★ Continue to collect information around numeracy from district coordinators or other knowledgeable colleagues
- ★ Provide opportunity to explore the BC Mathematics curriculum
- ★ Based on available funding, offer TTOC time for teachers who would like to mentor each other and observe each others' lessons

What We Hope To Observe:

- Students able to show initiative to solve problems
- Numerical thinking displayed on classroom and hallway bulletin boards
- Students communicating mathematical thinking in many ways
- Staff has a deeper understanding of the new math curriculum
- Sharing mathematical thinking of self and others, including evaluating strategies and solutions, extending and posing new problems and questions
- Logical reasoning is evident in students' work
- Students are able to identify a problem, think of multiple solutions, evaluate which one works best for the situation, carry out the plan, look back and check

Possible Resources that Teachers may want to use:

- Mathematical Mindsets by Jo Boaler
- Good Questions: A Year of Open-ended Math Problems by Carole Fullerton
- Youcubed website
- Number Talks by Sherry Parrish
- Open-Ended Math Activities by Peter Sullivan
- Vertical Math Numeracy Tasks by Peter Liljedahl
- Numberless Word Problems
- Math Lesson Planning sheet with links created by Katie McCormick and adapted by Stacey Kaczur
- Mentorship and presentations from Katie McCormick and/or Denise Underwood
- Focus on math instruction using open ended tasks with the long term goal of extending to numeracy
- School-wide math questions of the month - primary and intermediate questions
- Vandewal model - how many ways can you show how to solve a problem?

Goal 2 - To improve students' English Language Arts achievement - with a specific focus on written responses

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- ★ Continue to collect information around literacy from district coordinators or other knowledgeable colleagues
- ★ Based on available funding, offer TTOC time for teachers who would like to mentor each other and observe each others' lessons

What We Hope To Observe:

- Students using correct word choice when writing
- The sentence fluency of students' work is more advanced
- Students using writing conventions frequently and appropriately
- The voice in students' writing is clear and expressive
- Students reading independently and using comprehension strategies such as questioning, inferring, etc.

Possible Resources that Teachers may want to use:

- Write Traits/Trait Crate
- Literacy Support Team from the Henry Grube (ie. school based supports in 2017/2018 included Lit. Circles and Loose Bits/Provocations Writing)
- Adrienne Gear (non-fiction and fiction reading and writing, socials integration units)
- Daily 5 - partner reading, read to self, write to self, write with a partner, etc
- CAFE strategies
- Early intervention reading (more one on one/small group support)
- LLI, One to One reading, Little Buddy Reading

Learning Partner Engagement Process:

On two occasions during PAC meetings (March 5th & May 8th), we shared information around our School Learning Plan and provided opportunity for parents/guardians to give feedback. Over several staff meetings, teachers looked at the data to identify where there were areas for improvement. Using a Liberating Structure in a staff meeting, we identified a need for our students to grow in their problem solving abilities. Teacher volunteers met to brainstorm and refine our school goals prior to presenting a plan at a staff meeting. Collectively as a staff, we further refined the goals and agreed upon our two goals for this coming school year.

Related District Strategic Plan Goals:

PRIORITY 1: Ensure each student acquires strong foundational skills and core competencies

Areas of focus:

Thinking, communicating and the core competencies

Problem Solving - Numeracy

Literacy

PRIORITY 2: Connect students to their interests and passions

Areas of focus:

Developing a love for reading and writing

Self-directed learning

Problem solving as a lifelong skill

Specific Support Frameworks:

Inclusive Education - How do we support students with exceptionalities?

- Employing the ideas of Universal Design for Learning (UDL), teachers will continue to provide learning opportunities for students with a low threshold and high ceiling. Students will be engaged where they are at and challenged to move forward with the necessary scaffolding in place.
- As resources allow, students with written output challenges will be provided with classroom-based Chromebooks to support their development using Google Read & Write.
- CEAs will provide scheduled breaks for students who need assistance with understanding and regulating their emotions.
- LARTs will provide additional support, push-in groups, team teaching or collaborative teaching to students as they develop literacy and numeracy skills.

- Students will be provided with access to the Quiet Room when they need a space to regulate their behaviour or emotions. Within this space, there is a swing and other sensory tools to support students.
- Sensory tools are made available to teachers for use in the classroom with any student who needs sensory or regulating support.

Aboriginal Education - How do we ensure support for our Aboriginal students?

- In the Non Fiction Reading Assessment, our Aboriginal students, on average, achieve as well as our non Aboriginal students. We will continue to infuse our curriculum, specifically in Language Arts and Math, with Aboriginal content. The First Peoples Principles of Learning and the cultural context provided by our AEW, will guide our instructional practice.
- Our AEW will provide classroom, small group, and one-on-one support for some Aboriginal students as they work to develop their problem solving skills.
- Parents/Guardians will be invited by the AEW to engage with the school through special events and ongoing interactions
- Our AEW will work one-on-one with some Aboriginal students who need additional support and direct teaching of perseverance and resilience strategies.
- Our AEW will counsel some Aboriginal students who need assistance with understanding and regulating their emotions, while respecting First Peoples culture and traditions.
- Our AEW will work with some Aboriginal students in creating a First Nations project which will give students the opportunity to learn and understand First Nations culture.
- Teachers and our AEW will work collaboratively to continually infuse curriculum with a deeper understanding of Aboriginal ways of knowing and being.

Educators will use student-centred learning to guide students to:

- Develop perseverance and resiliency as learners
- Understand that learning takes patience and time
- Set goals, adjust and monitor their progress
- Solve problems in many ways

Specific Support Frameworks

Each term an analysis of student achievement, with a focus on support, will occur for: Aboriginal Learners, students with CCOs, students with Ministry of Education Designations, and vulnerable learners. Regular Internal and External SBTMs will occur for the purpose of problem solving and supporting students both academically and socially/emotionally. LART support will continue to focus on developing lagging skills in the areas of reading, numeracy and social/emotional.

Professional Learning Plan

The offering of quality and timely professional development will be encouraged during our Non-Instructional Days. Regular times will be taken to explore new teaching concepts and approaches at Staff Meetings. Staff will be encouraged to attend additional relevant professional development offerings both within and outside of our school district. A growth mindset, capacity building of all staff and fostering our staff's collective efficacy will be an ongoing area of focus.

Summary Comments

After extensive dialogue, we have shifted our focus for the coming year to dig deep into problem solving in numeracy and move away from our self-regulation goal. We are not abandoning the hard work that was done in the area of self-regulation, but our staff identified the need to cultivate the problem solving skills of our students. In the fall, we will be establishing baseline data and begin our work in this area.

We will continue to work on improving student outcomes in Language Arts with a specific focus on written responses. Once our year end data is in, we will reflect on the results and continue to work toward improving outcomes in this area.