ARTHUR HATTON ELEMENTARY

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School Learning Plan

Our School Vision:

The 3 New Rs:

Nurturing **R**esilience

Encouraging **R**esponsibility

Cultivating **R**espect

"Education is a human-centered enterprise. We cultivate the minds, hearts, and emotional well-being of students and staff."

School Context:

Arthur Hatton Elementary School is in North Kamloops, across from the North Thompson River, along Schubert Drive. The school has an enrolment of 272 students, 106 of which are of Aboriginal ancestry. Many of our families face significant social, emotional, and financial challenges, which gives us the responsibility of caring for a community that is among the most vulnerable of any in the district. Our students need us. They need us to provide them with consistent and caring adult mentorship and guidance; to make sure that they are regularly fed and taught about social responsibility and self regulation. They need us to create a space for them where they feel safe despite the difficulties they might have in their lives outside of school. They need us to create opportunities for meaningful participation, establish clear and concise boundaries, and to have high expectations for their success. In this way we will build their resilience and help them to become successful and happy people as we send them on to middle school and beyond.

Learning Partner Engagement Process:

During our first year of this plan, staff worked through a series of activities during staff meetings to identify 3 attributes of a learner at Arthur Hatton. **Resilience**, **Responsibility** and **Respect** became the base for our behaviour matrix and the focus for our planning. Last year we focused on creating a safe and supportive school; working to build relationships with our parents and providing positive opportunities for them to come into our school. During our year, we hosted Presentations of Learning, School bar bqs, Fun nights, Aboriginal Family Dinner, and PAC sponsored events that saw an increase in parent and family attendance. We continue to work on a regular basis with outside agencies such as Boys and Girls club, MCFD, LMO, Secwepemc Family Services, Rotary, Kamloops Food Bank and the Food Share program in order to support our students and their families.

Mission Statement:

To be a student centred school where we meet students where they are and move them forward, providing a year's growth for a year's work. We build relationships with our students by believing in them and connecting them to their passions and interests.

Our Goal:

At Arthur Hatton, we will create a positive school climate that leads to a culture of resiliency focusing specifically on:

> **1. Increasing the number of students who are proficient in numeracy.**
> **2. Increasing the number of students who are proficient in literacy.**

Related District Strategic Plan Goal:
1. **Ensure each student acquires strong foundational skills and core competencies.**
   a. District Goal 1.1: Students will demonstrate growth in the thinking, communication and personal/social competencies.

      b.   Aboriginal Enhancement Goal #1: Improve Primary Achievement Results in K-3 in Reading , Writing, and Math.

2. **Connect students to their interest and passions.**
   a. District Goal 1.2: Students will graduate with strong foundational skills in literacy and numeracy.
3. **Foster an inclusive, adaptable and accountable district culture.**
   a. District Goal 4.1: Staff will demonstrate their commitment to inclusive practices.

Goal Rationale:

Numeracy has become an area of concern at Arthur Hatton, so the main focus next year will be to improve the number of students who are proficient. Emphasis will be placed on professional development focused solely on mathematics, with staff looking at best practices around task design to ensure that our students are receiving the best opportunity to succeed. We have spent time looking at inclusion practices and will continue in this area to include Universal Design for Learning (UDL), where staff can learn, develop and implement strategies to reach every student.

There are many studies showing the impact of school climate, student engagement and social and emotional learning on student achievement. These **powerful connectors to academic success** are often overlooked, but the research indicates the crucial impact, especially that positive school climate has on student success. This will always continue to be a focus for us each year.

Data Related to Goal/Evidence:

FSA Data: (OT/EX)	Reading	Writing	Numeracy
Fall 2017	46%	53%	19%
Fall 2018	55%	71%	26%

PRA Results: (Meeting)	Grade 1	Grade 2	Grade 3
June 2016	54%	44%	75%
June 2017	54%	23%	51%
June 2018	30%	44%	64%

NFRA Results: (Meeting)	Grade 4	Grade 5	Grade 6
Fall 2016	50%	40%	62%
Fall 2017	67%	85%	74%

Fall 2018(Proficient)	3%	18%	24%
Fall 2018 (Developing)	35%	37%	57%

Points to note:
- In the fall of 2018, language was changed from Not Yet Meeting, Meeting, Fully Meeting and Exceeding to Emerging, Developing, Proficient and Extending. Due to this change and our desire to use the new language, the data seems skewed, but will provide a new baseline for us to compare in the years to come.
- The Grade 6 cohort improved from 30% in NFRA from grade 4
- Numeracy is very low but more accurate data will be available by using the DNA next year.
- Growth from the year before but well below district and provincial averages

Last year we stated, "If we improve the school culture by specifically teaching skills of resilience, then this should cause an overall improvement as a trend across all core academic subject areas." This did not have the effect we were expecting so focusing on numeracy will be of priority next year with resiliency being a strategy to supplement it.

Behaviour Data 2016/17:
- 81% of office referrals related to Resilience- lagging skills in perseverance, conflict resolution, self-regulation, coping with stress

Behaviour Data 2017/18:
- 75% of office referrals related to Resilience- lagging skills in perseverance, conflict resolution, self-regulation, coping with stress

Behaviour Data 2018/19:
- 82% of office referrals related to Resilience- lagging skills in perseverance, conflict resolution, self-regulation, coping with stress

Specific Support Framework:

Arthur Hatton has a diverse population with various learning and social abilities. To best support students we have in place multiple support services that we use. The following services help students with vulnerabilities function everyday at Arthur Hatton:
- CEAs in classrooms to support students with challenges in their learning or to allow the teacher to specifically take those more vulnerable aside to work in small groups
- Social Emotional Teaching (SET Room) - used for regulation
- Check In/Check Out for students needing extra support for behaviour expectations
- Learning and Resource Teachers (LARTs) - develop plans for students and teachers to allow for optimal success

- ○ For students with IEPs, LART will consult with parent(s) and teacher to plan out their learning goals; meet 3 times a year
- School Based Team meetings (times booked as needed)
- External Based Team meetings (2nd Thursday each month)
- Aboriginal Boys and girls groups
- Boys and Girls social groups - focus on relationships, conflict resolution and restitution
- Starfish backpack program - food given to families in need; often some of our most vulnerable students
- First Nations Counsellors
- Tana Richards, POPARD consultant - district workshop and school visit
- Linda O'Neill, trauma workshop in December (CEAs only) - Teachers have been at her workshop before
- Teachers use various assessments to identify students with vulnerabilities (PRA, FSA, NFRA, Kindergarten survey, Numeracy assessment)

Strategies and Initiatives:

Enhance Student Engagement

The research regarding student engagement has grown in education as the newest generation of students have shown that learning has changed. Antiquated teaching styles do not seem to fit in the new age of technology and communication. Research suggests that, more than ever, the curriculum and its delivery must align with the learning practices of this generation if we are to create lifelong learners who are innovative and creative.

How we will engage students in the classroom:
- Inquiry/Project/Problem based learning
  - ○ School-wide projects in classes or multi-age groups
- Continue to plan and set schedule for classroom and school-wide **Presentations of Learning** 2 or 3 times per year.
- Increase staff's understanding, design and use of Universal Design for Learning.
  - ○ Staff will be reading and participating in Pro-D activities (Liberating structures) centered on Jennifer Katz' book 'Teaching to Diversity' during staff meetings
- Increase staff's understanding and implementation of inclusive classrooms.
  - ○ Move forward on this year's work centered around Shelley Moore's book 'One Without the Other'.
- Build a stronger connection with Brock Middle School to strengthen partnerships to enrich the way we learn and work.
- Teach and use flexible seating in each classroom to provide students with alternative working and learning opportunities.
- Indigenizing our school, classrooms and curriculum.
  - ○ Implementing Aboriginal content into tasks

Build Student Competence and Confidence

Competence describes the feeling of knowing that you can handle a situation effectively. A child's belief in his own abilities is derived from competence. We can help the development of competence and confidence by:

- Help children focus on self assessment and improvement of individual strengths to increase self-awareness, and recognize their own successes and achievements
- Incorporate Growth Mindset throughout the school
- Set high but achievable expectations (offering respect, guidance, affirmation and acknowledgment)
    - Assessment for learning (map out when NFRA, DNA and PRA's are taking place)
        - PRA's for entire school not just primary classes
    - Creating tasks that are relevant, meaningful and achievable
    - Creating SMART goals for all learners in the building
    - Specific feedback
    - Teach understanding of mistakes as growth and learning, FAIL = First Attempt In Learning
    - Use virtues teaching to teach such qualities, such as fairness, integrity, persistence, and kindness
        - Virtue of the week which includes daily challenges
- Consider changes to organisational scheduling:
    - Assessments will be done at similar times; teachers to collaborate when evaluating the assessments to make them more valid
    - Staff meetings to learn UDL and how to implement it in our classrooms
    - Numeracy focus on all Pro-D days

Teach Resiliency Skills

Learning to be resilient will help students be better prepared to overcome life's challenges. Positive resiliency lessons include:

- Specific teaching of resiliency in classrooms; giving students examples, strategies and time to practice being resilient.
- Increase students' ability to self-regulate through school wide teaching and use of Zones of Regulation
    - Teach/review
    - School-wide use of common Zones language
- Increase students ability to problem solve using WITS
- Incorporate brain breaks on a daily basis and each classroom should have sensory tools for students to use

Build School Connection

Developing close ties creates a solid sense of security that helps lead to strong values and prevents alternative destructive paths to love and attention.

- Build a sense of physical safety and emotional security
  - Multi-age groupings as adult mentorship
  - Allow the expression of all emotions, so that kids will feel comfortable reaching out during difficult times
- Address conflict openly to resolve problems and nurture positive friendships
  - Teach and give opportunities to practise conflict resolution skills
- Foster healthy, positive relationships with caring adults that will reinforce positive messages. Goal is for each student to identify two adults that believe they will be successful in the future.
- PBS group will meet monthly:
  - Organised and consistent multi-age grouping activities
  - Theme days
  - Teach school wide expectations
- Provide opportunities for participation and contribution (responsibilities, decision-making power, ownership)
  - Organised student leadership; give students a voice
  - School-Community events
- Continue to have opportunities for parents and guardians to come to the school to celebrate learning and our community
  - Presentations of Learning
  - School events
  - Parent/student Learning sessions (Numeracy this year)

Professional Learning Plan

Effective school-based professional learning is the most effective way to ensure that adult learning impacts student achievement.

Date	Event	Focus
Sept. 11	Staff Meeting	Focus: Start up procedures/Anaphylaxis training
Sept. 23	Pro - d	Staff attend Numeracy workshop at Henry Grube
Sept. 25	Staff Meeting	Focus: Start up procedures
Oct. 9	Staff Meeting	Teachers meet in 3 groupings (intermediate, late primary, early primary) to work collaboratively

		on Numeracy strategies - focus: develop norms for the collaboration time
Oct. 23	Staff Meeting	Book Club: Jennifer Katz' Teaching to Diversity. 40 Minutes will be dedicated to reading and discussing this book. Focus: Chapter 1 & 2
Oct. 25	Pro-d	Numeracy Focus - BC Assoc. Of Math, Kelowna Numeracy workshop,
Nov. 13	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
Nov. 14	School Activity	Multi age group activity: Numeracy Focus
Nov. 27	Staff Meeting	Book Club: Jennifer Katz' Teaching to Diversity. Focus: Chapter 3
Dec. 2	Pro - d	
Dec. 4	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
Jan. 15	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
Jan. 29	Staff Meeting	Book Club: Jennifer Katz' Teaching to Diversity. Focus: Chapter 4
Feb. 5	School Activity	Presentation of Learning
Feb. 7	Pro - d	
Feb. 12	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
Feb. 26	Staff Meeting	Book Club: Jennifer Katz' Teaching to Diversity. Focus: Chapter 5
March 11	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
March 25	Staff Meeting	Book Club: Jennifer Katz' Teaching to Diversity. Focus: Chapter 6

April 8	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
April 22	Staff Meeting	Book Club: Jennifer Katz' Teaching to Diversity. Focus: Chapter 7
April 27	Pro - d	KTTA day - encouraged focus on Numeracy
May 6	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
May 15	Pro - d	Focus: Create lesson numeracy lesson plans based on Jennifer Katz's work.
May 20	Staff Meeting	Book Club: Jennifer Katz' Teaching to Diversity. Focus: Knowing what we know now - How does this impact student learning?
June 3	Staff Meeting	Numeracy collaboration - each group will develop focus - 40 minutes of scheduled time
June 17	Staff Meeting	Year end focus
June 18	School Activity	Presentation of Learning & Aboriginal Family Dinner

Staff Professional Growth Plans :
- Individual growth plans from all teaching staff at the beginning of the year with three specific questions:
    - Identify two ways you plan on implementing inclusivity into your classroom this year.
    - What will your numeracy plan look like this year? Share some sample tasks that will be relevant and engaging for students.
    - How can admin support you in your professional growth this year?

Theory of Action
1. If we plan all professional development days around numeracy then we will increase the number of students proficient in numeracy as measured by District Numeracy Assessment (DNA), Foundation Skills Assessment (FSA) and classroom data
    a. If we have teachers focus on numeracy and task design in their classrooms, then we will see students taking part in tasks that are meaningful and relevant, thus increasing student proficiency as measured through DEWRS. Meaningful and

relevant tasks are those that incorporate real life situations and experiences that students can relate to.

b. If we learn new strategies, such as Cognitive Guided Instruction (CGI), vertical surfaces and Universal Design for Learning tasks (UDL), to engage our students in numeracy then we can implement them in classrooms which will increase student proficiency as measured by DNA, FSA and classroom data.

2. If we survey the staff on task design, student engagement and student achievement results throughout the year then there will be an increase in the number of students proficient in numeracy and literacy as measured using DNA, FSA, Non-Fiction Reading Assessment (NFRA), Primary Reading Assessment (PRA), and classroom data.

   a. If we use the surveys to create a shared vision of what great task design looks like then we can better support our students to become more proficient in numeracy and literacy

   b. If we use the surveys to understand efficacy and use staff meetings to enhance our efficacy then we will create a shared efficacy that will improve student proficiency

   c. If we develop effective strategies together around task design and efficacy, then we will bring new confidence to our classrooms and improve student proficiency

3. If we provide learning opportunities for our staff to learn, design and implement Universal Design for Learning (UDL) strategies for their students then we will improve student proficiency in literacy and numeracy as measured using DNA, FSA, Non-Fiction Reading Assessment (NFRA), Primary Reading Assessment (PRA), and classroom data.

   a. If we learn UDL then we will create better student academic resiliency as measured through DEWRS, thus improving student proficiency in literacy and numeracy as measured using DNA, FSA, Non-Fiction Reading Assessment (NFRA), Primary Reading Assessment (PRA), and classroom data.

   b. If we design UDL strategies, such as options for students to show their learning, frequent formative feedback and modeling authentic and relevant tasks for the learner, then we will create tasks that are at an accessible level for the student

   c. If we design UDL strategies then students will be able to access the task in a way that meets their current learning ability as measured through DEWRS, thus improving their proficiency in numeracy and literacy as measured using DNA, FSA, Non-Fiction Reading Assessment (NFRA), Primary Reading Assessment (PRA), and classroom data.

   d. If we create a culture of learning, through UDL designed tasks, then we will improve student's proficiency in both literacy and numeracy