

DUFFERIN ELEMENTARY SCHOOL LEARNING PLAN

2017 - 2022

1880 Hillside Drive,
Kamloops, B.C.
V2E 2E2



OUR PHILOSOPHY

We believe that we are all learners and that learning is a life-long process. At Dufferin we see our students as belonging to our whole community and value their individual learning styles and unique characteristics. We, as teachers, are invested every day, in not only the education of our students, but their social and personal growth.

Our changing world has changed the way we look at education, as rapidly evolving technology, jobs and workplace opportunities have opened up endless possibilities for our children. BC's New Redesigned Curriculum has helped us to move forward with the flexibility we need to prepare students for a future that is also evolving. At Dufferin, we

are committed to focusing on this new curriculum and finding ways to balance basic learning necessities with more creative learning tasks.

SCHOOL VISION

At Dufferin, we believe our students should AIM high: Achieving excellence, Imagining a future and Making it happen, through creative, hands on academic and social competencies.

SCHOOL CONTEXT

- | | |
|-----------------------------|---|
| *12 teachers | *220 students |
| *5 CEA's | *K-12 Philosophy |
| *1 AEW | *37 Aboriginal Students |
| *1 Administrator | *PBIS School |
| *4 Additional support staff | *Smartboards or projectors in all rooms |
| *Leadership group | *Ipads for use in every room |
| *Strong sports programs | *Project based learning collaborations |

EDUCATIONAL, CULTURAL AND SOCIAL OPPORTUNITIES

*School leadership: playground pals, PBIS assemblies, spirit days, school announcement monitors, lunch monitors, fundraising for social responsibility causes (Heart and Stroke, Food Bank)

*Field Trips: McQueen Lake, swimming, skating, gymnastics, Adams River, Art Gallery, Big Little Science Center, Sun Peaks, Salmon Release, Learn to Fish BC, Stake Lake

*Sports: Volleyball, basketball, X-country running, Flag Football, Track and Field, Relay Fest

*District Programs: Battle of the Books, Young Artist, Young Author, Science Fair, Heritage Fair, Young People's Concerts, Salmonid Enhancement Program

*Community Events: Staff/parent back to school barbeque, staff/parent lunch socials, Aboriginal year end luncheon, Volunteer Tea, fun fair

*School Events: Terry Fox run, PBIS monthly themes, Christmas Concert, February skipping for Heart and Stroke, Day of Suwentwecw June Fun Day

*Aboriginal Activities: Family luncheon, hide tanning, talking circle, Girls/Boys groups, dancing, lunch crafts, classroom lessons, drum making, Day of Suwentwecw

ENGAGEMENT OF STAKEHOLDERS

Dufferin stakeholders (staff, students and parents) were an integral part in creating our school plan. In order to have a plan that resonates with everyone and creates meaningful learning changes and opportunities, all partners in learning have to be consulted. To that end, we had many discussions as a staff to come up with learning goals and "sticking points" in our students' education. Through this process we also developed our school vision statement and our "Vision of a Learner" to help focus our efforts on the end goal of student success in the future. Staff were also involved in our larger educational community through our joint Family of Schools connections which focus on Aboriginal Education, Project Based Learning, new curriculum and Presentations of Learning.

Students are engaged regularly through our monthly PBIS assemblies where we discuss our school goals, vision and expectations. Classrooms engage students in the learning process through choice, projects, presentations of learning (POL's) and student leadership. Teachers

encourage student choice in projects and value collaboration with other classrooms and students.

Parents were engaged through PAC discussions, and email information. Facebook and our school website have also served to provide and receive parent input. Several open houses and presentations of learning have invited parent feedback; as well, parent teacher interviews throughout the year have allowed for excellent communication.

MEETING THE NEEDS OF OUR POPULATION

Dufferin Elementary provides academic programs and supports geared towards many types of learners, in order to ensure all students are successful learners. This support falls under 3 categories: *General*, *Aboriginal* and *Special Education*.

General:

- *Principal and teachers focused on learner centered, project based learning
- *Classroom/grade collaborations with new curriculum projects and joint presentations of learning to showcase what we know to parents (Gymnasium Art show, Cardboard Arcade demonstrations)
- *Staff development of assignments/projects that meet the criteria for Universal Design for Learning - open ended, real life tasks that allow learners to show what they know and begin in a place where they are comfortable
- *Formative assessment (quick learning checks, thumbs up/down, white board answers, group question solving)
- *Focus on fewer questions, deeper answers, greater connections

Aboriginal:

*Aboriginal learners (approx. 17% of our population) are supported by an Aboriginal Education Worker who provides in class support, cultural activities and projects outside of the classroom as well as collaboratively teaches with classroom teachers, focused on Aboriginal content

*Classrooms include Aboriginal content wherever possible and classroom teachers are versed in the First People's principals of learning

*Celebrations such as Day of Suwentwecw and Aboriginal luncheon include parents and community members to help celebrate and honour sense of self and partnership

*Focus on strategies and goals from the Aboriginal Enhancement Agreement - link to the agreement below:

https://sd73aboriginaleducation.weebly.com/uploads/3/9/9/9/39998163/ea_2016_signed_colour_-_1.pdf

Special Education:

*A full time Learning Assistance/Resource Teacher (LART) and a 0.4 FTE LART provide varied support services to students, teachers and parents. In-class supports with academic adaptations and recommendations, as well as out of classroom small and individual group supports help to meet the needs of our special education students.

*Our LART teachers maintain the Inclusive Education Plans (IEPs) and work with teachers and parents to meet as necessary to review and update the plans throughout the year

*School based team meetings are scheduled regularly to address student academic and behavioural concerns as they arise so that they can be addressed in a prompt, proactive manner.

*Our LART teachers also help to facilitate meetings with external district personnel, including school psychologist, school and family consultant, occupational therapist, physical therapist, speech and language pathologist and others as needed to ensure students have all of the supports they need to be successful

*Designated IEP students are supported as per their individual requirements by Certified Education Assistants (CEAs).

*English Language Learners (ELLs) are served by our district's ELL teacher who makes recommendations for English learning activities that are carried out by the LART teacher and by classroom teachers where appropriate.

GOALS

#1 Foundational Skills: Numeracy/Literacy

Rationale

Over the last several years we have seen a decline in our Numeracy scores on the FSA assessments, especially as our students move from primary to intermediate numeracy concepts and expectations.

Anecdotal evidence from teachers tell us that students are relying more frequently on technology to help them with the basics and are struggling to make connections between concepts. Strong foundational basics in Numeracy will help students to make the required connections between more challenging mathematical concepts and to apply these concepts to real world numerical problems.

Literacy forms the basis of what we do in school, as students are required to read instructions, lessons, etc in all curricular areas. At Dufferin we believe that continued strong results in literacy are paramount, so we have a continued focus on improving our students' reading and writing skills.

****As foundational skills are so all encompassing, this year we decided to focus on our students' numeracy skills. From that focus, we narrowed our goal down even further when we examined our students' capabilities and recognized that many of them had deficits in general number sense.**

On assessments such as the FSA's we were seeing results in Numeracy, beginning to dip and we were especially concerned with the lag that was beginning to show in student ability from primary to intermediate. (Grade 3-4)



Foundation Skills Assessment (Fall 2017)
Dufferin Elementary
Grade 4

Result	Numeracy				Reading Comprehension				Writing			
	PLU	EM	OT	EX	PLU	EM	OT	EX	PLU	EM	OT	EX
School Count	0	8	17	0	0	7	18	0	0	1	24	0
School Percent	0%	32%	68%	0%	0%	28%	72%	0%	0%	4%	96%	0%
District Percent	6%	34%	55%	5%	6%	23%	60%	11%	9%	11%	80%	0%
Province Percent	25%	26%	44%	5%	25%	18%	47%	10%	29%	16%	53%	2%
PLU	Performance Level Unknown indicates that the student did not participate in that component of the assessment.											
EM	Emerging indicates that the student demonstrates an early understanding of the concepts and competencies relevant to the expected learning.											
OT	On Track indicates that the student demonstrates a partial to complete understanding of the concepts and competencies relevant to the expected learning.											
EX	Extending indicates that the student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.											



Foundation Skills Assessment (Fall 2017)
Dufferin Elementary
Grade 7

Result	Numeracy				Reading Comprehension				Writing			
	PLU	EM	OT	EX	PLU	EM	OT	EX	PLU	EM	OT	EX
School Count	1	9	28	1	1	4	34	0	1	0	37	1
School Percent	3%	23%	71%	3%	3%	10%	87%	0%	3%	0%	94%	3%
District Percent	7%	35%	52%	6%	6%	16%	75%	3%	9%	5%	85%	1%
Province Percent	26%	26%	40%	8%	26%	16%	54%	4%	30%	6%	61%	3%
PLU	Performance Level Unknown indicates that the student did not participate in that component of the assessment.											
EM	Emerging indicates that the student demonstrates an early understanding of the concepts and competencies relevant to the expected learning.											
OT	On Track indicates that the student demonstrates a partial to complete understanding of the concepts and competencies relevant to the expected learning.											
EX	Extending indicates that the student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.											



Foundation Skills Assessment (Fall 2018)
Dufferin Elementary
Grade 4

Result	Numeracy				Reading Comprehension				Writing			
	PLU	EM	OT	EX	PLU	EM	OT	EX	PLU	EM	OT	EX
School Count	0	12	16	2	0	8	20	2	2	0	27	1
School Percent	0%	40%	53%	7%	0%	27%	66%	7%	7%	0%	90%	3%
District Percent	4%	31%	60%	5%	4%	21%	64%	11%	6%	5%	89%	0%
BC Public Percent	27%	24%	45%	4%	27%	18%	46%	9%	30%	7%	61%	2%
PLU	Performance Level Unknown indicates that the student did not participate in that component of the assessment.											
EM	Emerging indicates that the student demonstrates an early understanding of the concepts and competencies relevant to the expected learning.											
OT	On Track indicates that the student demonstrates a partial to complete understanding of the concepts and competencies relevant to the expected learning.											
EX	Extending indicates that the student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.											



Foundation Skills Assessment (Fall 2018)
Dufferin Elementary
Grade 7

Result	Numeracy				Reading Comprehension				Writing			
	PLU	EM	OT	EX	PLU	EM	OT	EX	PLU	EM	OT	EX
School Count	2	6	23	2	2	4	26	1	2	0	29	2
School Percent	6%	18%	70%	6%	6%	12%	79%	3%	6%	0%	88%	6%
District Percent	6%	31%	55%	8%	6%	20%	70%	4%	8%	8%	81%	3%
BC Public Percent	29%	24%	39%	8%	28%	17%	51%	4%	33%	7%	56%	4%
PLU	Performance Level Unknown indicates that the student did not participate in that component of the assessment.											
EM	Emerging indicates that the student demonstrates an early understanding of the concepts and competencies relevant to the expected learning.											
OT	On Track indicates that the student demonstrates a partial to complete understanding of the concepts and competencies relevant to the expected learning.											
EX	Extending indicates that the student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.											

Related District Strategic Plan Goal: Priority 1: Ensure each student acquires strong foundational skills and core competencies. Goal Area 1.2: Students will graduate with strong foundation skills in literacy and numeracy.

Goal	Strategies	Targets/Measures	Professional Monitoring
<p>Foundational Numeracy Skills</p> <p><i>We are looking to improve number sense by the end of the year so that 75% of our Grade 4 students and 80% of our Grade 7 students are "On Track" or "Exceeding" on that component of the FSA</i></p>	<ul style="list-style-type: none"> *All classrooms working on basic computation skills and number sense appropriate to grade level *Working to connect Math to real life skills through project based learning in Math *Include more formative assessments *Modeling of number sense strategies that help students to build connections between concepts *Teacher Collaboration and Modeling 	<ul style="list-style-type: none"> *All classrooms will dedicate a minimum of 45 minutes to basic skills every week *Classrooms will work to include 1 project (in class or cross class) per term *Teachers will "check in" at least once during each Math lesson and have students indicate learning (thumbs up/down, whiteboard answers, circle the emoticon) *"Morning attendance" Math in Intermediate and "Calendar" Math in primary being used daily *Aim for one collaboration/ modeling block per month where Admin teaches a class and staff team teach/ collaborate to share lesson ideas or supports 	<ul style="list-style-type: none"> *Classroom schedules and observations show time built in *Presentations of Learning *District numeracy support person to assist with strategies around this - classroom observations will show this in action *Numeracy support person to continue to model lessons in our classrooms and debrief with staff *Admin will book herself into classes regularly as staff need to facilitate this

#2 Social Responsibility

Rationale

In the past few years, the demographics of Dufferin Elementary have changed to encompass a mix of students from a variety of cultural, socioeconomic, and rural backgrounds. As well, the number of special needs students has risen over the past few years. As such, it has become even more important to help students develop social responsibility and social/emotional well being.

At Dufferin, our students seem to struggle with being independent enough to find the level of social responsibility needed in today's world. Our students tend to give up easily when trying to solve problems and rely on the adults in their lives to do many daily tasks and plan or intervene in social situations.

We are also seeing a rise in general anxiety levels in our students which can manifest in absenteeism, frustration, emotional dis-regulation and reduced learning capacity.

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

Goal	Strategies	Targets/Measures	Professional Monitoring
SR - Resilience	*create a classroom culture that encourages attempts and not just "right" answers *Set classroom expectations around	*Students engaged and comfortable with attempts to answer *Teachers will outline these expectations as	*Instructional Rounds to get support with our "problem of practice" (Resilience) *We will observe more students persisting

	<p>when to ask for assistance (after a length of time or number of attempts)</p> <p>*help students reframe problems as opposed to answering or solving for them</p>	<p>appropriate for age</p> <p>*Our responses to questions will be encouraging of more resilience and attempts to solve - supportive and guiding but not answering</p>	<p>with a task before asking</p> <p>*Feedback from our "Rounds" team to see how we are doing with our adult responses/ tasks/ questions that support resilience - use this feedback to make shifts to support our students</p>
SR- Independence	<p>*encourage a gradual release of responsibility model for parents - drop off at door, student carries own backpack, pick up outside - Lots of talking regarding the "whys" of doing this and the benefits to kids</p> <p>*teacher structures lessons in this same way - model, guide, release</p> <p>*Students set attainable daily or weekly goals for things like work completion, skill/ knowledge acquisition in curricular areas</p> <p>*Following school matrix expectations independently</p>	<p>*All parents dropping off/ picking up students outside at the main doors, or inside at the main entrance (not at classroom doors)</p> <p>*All teachers using this approach for lesson delivery</p> <p>*Focus on making goal setting a regular part of the school day/week</p> <p>*Observable behaviours and office referrals reduced (My Ed conduct data)</p>	<p>*Observations of parent behaviours/ education of parents/ positive feedback cycle, to support this change</p> <p>*Observations of lessons, feedback from "Rounds"</p> <p>*PBIS meetings and assemblies to reflect on progress and re adjust as necessary</p>
SR - Emotional Regulation	<p>*Mind Up program</p> <p>*Self Regulation - in class and out of class strategies/ tools</p> <p>*Focus on school wide consistent language around regulation -</p>	<p>*All classrooms including the Mind Up principles and self regulation strategies daily/ weekly</p> <p>*All staff using this</p>	<p>*Professional development focused on Mind Up for classroom use and self regulation ideas - teachers and CEAs monitoring high needs</p>

	expected/ unexpected behaviours, emotional brain, dis-regulated/ regulated	language when discussing behaviours	students and bridging the gap between class and unstructured time
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GOAL PROGRESS AND SUMMARY

This year with our specific focus on Numeracy, we saw many gains. We noticed our students were more engaged in Math lessons and concepts. Teachers began to develop a better comfort level with new Math thinking and spontaneously started to collaborate if they needed support. Our staff thoroughly enjoyed hosting the district numeracy support person and expressed excitement at the new lessons and success of students.

Our focus this year, was on building capacity in Math for both staff and students and this was a great success! Moving forward we will be working to regularly implement our new strategies, continue to host the numeracy support person and build in regular collaboration to assist each other. We will also be participating in the District Numeracy Assessment to build our base of data to support learning and formative assessment.

PROFESSIONAL LEARNING PLAN

Our professional learning over the next year will focus on our goals, in particular our Numeracy goal. Hosting the District Numeracy support person will give us the tools we need to continue our success in Math. Built in collaboration time for Math will help us to use our internal expertise and grow our comfort level.

Professional learning will be integrated whenever possible into our staff meetings to support our needs in teaching Math and to share student/staff successes.

If we work together as a team to model, collaborate and share ideas around Numeracy, and build capacity for staff through the expertise of the District Numeracy support person, then we will see teachers using real life Math and more formative assessment, which will lead to greater student engagement and success.

PROFESSIONAL LEARNING TIMELINE

September, 2019	-Start staff Collaboration and team teaching in Numeracy (on- going monthly)	Goal Alignment: Professional learning this year will focus on developing our competencies and confidence in Math with a specific focus on number sense as per our Numeracy Goal: <i>We are looking to improve number sense by the end of the year so that 75% of our Grade 4 students and 80% of our Grade 7 students are "On Track" or "Exceeding" on that component of the FSA</i>
September 23, 2019	-Numeracy workshop for the whole staff at the Henry Grube center, led by our two numeracy coordinators. (Focus will be on discussing our strengths and needs moving forward, to improve teacher efficacy with number sense)	
November 4 - 22, 2019	- Classes participating in the District Numeracy Assessment	
Winter, 2019	- Hosting District Numeracy Support	

	Person	
March 30 - April 17, 2020	- "Post Test" of DNA	
May, 2020	- Review of Numeracy strategies and effects - Plan next steps and areas of continued need	