

# ***NORTH THOMPSON ELEMENTARY SCHOOLS***

801 Clearwater Village Road  
Clearwater, BC  
VOE 1N1

<http://raft-river.sd73.bc.ca/>



## **Schools Learning Plan**

Our Vision:

***Inspire Curiosity and Compassion***

***Build Confidence and Competence***

## School Contexts:

A quick synopsis of the North Thompson Elementary Schools in the 2018–2019 school year:

- Blue River has had a population of 12 students (2 with SPED designations), 1 teacher and 1 CEA; next year should be the same with no Kindergarten student registered as of yet
- Vavenby has had a population of 17/18 student (2 with SPED designations), 1 teacher and 1 CEA; next year the population is expected to be approximately 25 (K–5) with 6 Kindergarten students registered for September
- Raft River has had a population of 276 students (28 with SPED designations), 16.5 teachers, 5 CEAs, 1 AEW, and it houses a Strongstart program; next year the population is expected to be approximately the same, with 35 Kindergarten students currently registered for September
- All schools are situated on Simpcw First Nation territory (part of the Secwepemc Nation).
- Of the total 300 currently enrolled students in total:
  - approximately 27% identify as having Aboriginal ancestry.
  - About 90% speak English as a first language.
  - About 20% require Learning Assistance and/or behaviour support
  - just over 10% have SPED designations with an IEP
- Each school has its own personality and highlights, and each is supported by a small but dedicated PAC group
- Each school is housed in a community that works closely with staff and students to support and augment our programming

## Goals: (Revised 2018/2019)

- 1. To improve students' ability to self-regulate so that they can become more successful in their learning of foundational skills.***
- 2. To improve students' Social Emotional understanding in order for them to be better able to self-regulate and more successful in learning of foundational skills***

## Related District Strategic Plan Goals:

- District Goal 1.2: Students will graduate with strong foundations skills in literacy and numeracy**
  - Utilise developmentally appropriate and evidence informed literacy and numeracy instruction and assessment practices
- District Goal 4.1: Staff will demonstrate their commitment to inclusive practices.**
  - Provide staff awareness training and professional development on diversity and inclusion
- Aboriginal Enhancement Goal #1: Improve Primary Achievement Results in K–3 in Reading, Writing, and Math.**
  - To increase the educational success of all Aboriginal students
    - Continue to improve the numeracy of all Aboriginal students
- Aboriginal Enhancement Goal #2: Improve Intermediate Foundation Skills in Grades 4–7 Reading, Writing, and Math**

- a. To increase Aboriginal students' sense of belonging including sense of place, personal and cultural identity and self-esteem in a caring, safe inclusive environment
  - i. Learn through Aboriginal ways of knowing and doing.

**Stakeholder Engagement:**

1. The school learning plan was a focus in most staff meetings, with a great deal of discussion and reflection based around the numeracy goal in particular. This will continue next year, along with participation in the District Numeracy Pilot Project.
2. The October and May PAC meetings were used by the Principal to report on the progress of the School Learning goals, and allowed parent to ask questions and give feedback.
  - a. PAC at RR put \$3000 toward Numeracy manipulative materials and games for the RR classrooms

***Inspire Curiosity and Compassion***  
(Emphasising Social/Emotional Teaching and Learning)

**Goal 1:**

**To improve students' Social Emotional understanding in order for them to be better able to self-regulate and more successful in learning of foundational skills**

**Rationale:**

- ★ Empathy and compassion are meaningful when children know, understand and trust themselves, as well as when they know who they are, what they have in common with others and what sets them apart. We need to teach children to be aware and in control of their impulses and emotions so that they are able to focus on how others feel without dismissing their own feelings or letting them get in the way. Only then will empathy and compassion build true connectedness. Ines Kudo, Senior Education Specialist and Joan Hartley, specialist in Social and Emotional Learning, The World Bank Group, Peru
  
- ★ Given the data indicating the rising rate of children at risk, school-based programs and instructional paradigms that develop all children's social and emotional learning must be a priority for educational researchers and teachers. (Greenberg et al. 2001) in Teaching to Diversity by Jennifer Katz, 2012

**Our Data:**

1. Ideas for an annual Staff Survey (In development)
    - a. Keep closer track of classroom data. Such as yellow and red card calls to admin, room clear incidents, lists of students who use the sensory room
    - b. Review the PBIS Survey Questions to see if any are usable in such a survey
    - c. Conduct the survey in May of each school year so results can be included in the SLP
  
  2. Level 1 Incident Reports
    - a. Term 1 - 54
    - b. Term 2 - 37
    - c. Term 3 - data not yet available
- \*Of note, all Level 1 incident reports were for less than 14% of the total student body (32/271)
3. Level 2 Incident Reports (Details: Appendix 1)
    - a. Term 1 - 30
    - b. Term 2 - 29
    - c. Term 3 (to end of May)- 33

\* Of note, all Level 2 incidents were for less than 8% of the total student body (21/271) and over half of all office referrals were attributed to just under 3% of the student body

\* Level 1 reports are dealt with by the attending adult and reported to classroom teachers; Level 2 reports are office referrals, and dealt with by administration

**Theory of Action:**

If we take steps to develop a strong vision around Social/Emotional Learning amongst all the adults who work at our school, and adopt a school-wide, universal SEL approach, then:

We will see students

- be more able to regulate their behaviours both inside and outside of the classroom
- more able to focus on their learning in all foundational areas

We will see our staff

- model self-regulation and emotional literacy with each other and the students
- embed SEL into their classroom cultures (Spirit Buddies, Classroom Meetings)
- teach SEL explicitly through planned lessons (MindUP, Zones of Regulation, EASE, Finding my Calm)
- Intentionally integrate SEL into all academics through opportunities to apply and develop the skills in a real-world way

And we will observe:

- Decreased Level 1 and 2 incident reports by June 2020
- Less classroom issues requiring admin support (need to build baseline data next year)
- Increased student resiliency and ability to manage conflict as reported in an annual staff survey
- Increase student ability to discuss their social-emotional needs and set goals to meet them

### **Professional Learning:**

1. During school-based Pro-D, and at alternate staff meetings, the staff will work collaboratively on developing a school-wide SEL vision, and begin putting it into practice.
2. The staff will co-construct a survey to be used annually for staff to report on and discuss SEL.
3. The staff will investigate opportunities for staff to take part in District or out of District workshops about SEL, and share them upon completion.

## ***Build Confidence and Competence***

(Building Foundational Skills)

**Goal 2: To improve students' foundational skills in Numeracy, specifically by developing stronger number sense and mathematical thinking.**

### **Rationale:**

- ★ Effective teaching of mathematics engages the students themselves in the *doing* of mathematics. It recognises the importance of collaboration, communication and reflection to support student learning towards conceptual understanding and fluency, as well as a positive disposition in mathematics. (BCAMT Vision for Mathematics Education in BC)
- ★ The use of class discussion as a school-wide Mathematics teaching practice has an effect size of 0.82 (high yield)

### **Our Data:**

1. FSA (Appendix 2.1)
  - a. Grade 4 students not fully meeting expectations in Numeracy over a period of 6 years is 22%; Grade 7 students not fully meeting expectations is 34%.
  - b. There is a trend of the same cohort of students with a falling skill level between Grade 4 and 7.
2. Report Card Results (Appendix 2.2)
  - a. In 2017 21% of Intermediate students were not fully meeting expectations in Numeracy on their final report card.
  - b. In June 2018 22% of Intermediate students were not fully meeting expectations in Numeracy on their final report card.
  - c. In May of 2019 20% of Intermediate students were not fully meeting expectations in Numeracy in their first 2 report cards of the school year.
3. District Numeracy Assessment (Appendix 2.3)
  - a. In November of the 2018/2019 school year, in a pilot assessment, 68% of Intermediate students were at an Emerging/Developing level of Numeracy.
  - b. By May of the same year, this result had dropped to 55%, indicating that our work this year was having positive results.

### **Theory of Action:**

If we continue to increase teacher capacity in targeted, high-impact strategies and adopt a school-wide model for Numeracy instruction, then:

We will see our students

- Decomposing numbers
- Finding multiple strategies to solve problems
- Seeing connections between math concepts

- Discussing their thinking
- Working together to build meaning

We will see our teachers:

- Posing questions to further thinking
- Facilitating numeracy discussions
- Collaborating with colleagues on lesson design

And we will observe an increase in:

- District Numeracy Assessment results by Spring of 2020
- Foundational Skills Assessment results by Fall of 2020
- Number of students achieving letter grades of C+ or better term by term in 2019-2020)

**Professional Learning:**

1. The staff will be organised into collaborative mentorship groups to work together to bring new staff members up to speed in our model of Numeracy instruction and the high-yield strategies we worked on this year.
2. The school will participate in the District Numeracy Pilot beginning in the fall of 2019 and continuing through the school year, with 2 new Numeracy lead teachers helping to lead the way. Lead teachers will:
  - a. attend 6 morning in-services
  - b. receive on-going support from a District Numeracy team member in the form of classroom demonstrations and observations
  - c. lead staff meeting presentations with provided slide decks
  - d. support colleagues in their learning
  - e. receive school manipulatives and professional resources for use in classrooms

**Appendices on following pages:**

**Appendix 1: Level 2 Incident Reports by Term**

**Term 1 Office Referrals**

04/09/2018 - 30/11/2018

Admin Concern	5
Dangerous Behaviour	4
Defiance	4

Disruptive	2
Fighting	2
Language	1
Minor Infrac SD73	3
Physical Aggression	7
Rough-housing	1
Rudeness	1
<b>Total:</b>	<b>30</b>

**Term 2 Office Referrals**  
01/12/2018 - 28/02/2019

Admin Concern	5
Dangerous Behaviour	1
Defiance	4
Disruptive	1
Fighting	1
Language	2
Minor Infrac SD73	2
Physical Aggression	9
Rough-housing	3
Rudeness	1
<b>Total:</b>	<b>29</b>

**Term 3 Office Referrals**  
01/03/2019 - 31/05/2019

Admin Concern	7
Dangerous Behaviour	1
Defiance	4

Disruptive	2
Fighting	1
Language	2
Minor Infrac SD73	13
Physical Aggression	1
Rough-housing	2
Rudeness	2
<b>Total:</b>	<b>39</b>

**Appendix 2.1: FSA Results in Numeracy from 2013 to 2018. (Same cohort matched by colour)**

**Grade 4:**

2013	32%
2014	10%
2015	13%
2016	20%
2017	21%
2018	36%

**Grade 7**

2013	20%
2014	36%
2015	25%
2016	37%
2017	59%
2018	28%

## Appendix 2.2 Report Card Grades in Numeracy 2018/19(to date):

### Term 1 (Grades 1-3)

	Not Yet Meeting or Approaching (Emerging/Developing)		Total
<b>Grade 1</b>	8%	11%	19%
<b>Grade 2</b>	0%	10%	10%
<b>Grade 3</b>	4%	6%	10%

\*Overall, 13% of Primary students are not fully meeting expectations.

### Term 1 (Grades 4-7)

	C- or C (Emerging/Developing)		Total
<b>Grade 4</b>	25%	34%	59%
<b>Grade 5</b>	9%	21%	30%
<b>Grade 6</b>	13%	19%	32%
<b>Grade 7</b>	10%	16%	26%

\*Overall, 37% of Intermediate students are not fully meeting expectations

### Term 2 (Grades 1-3)

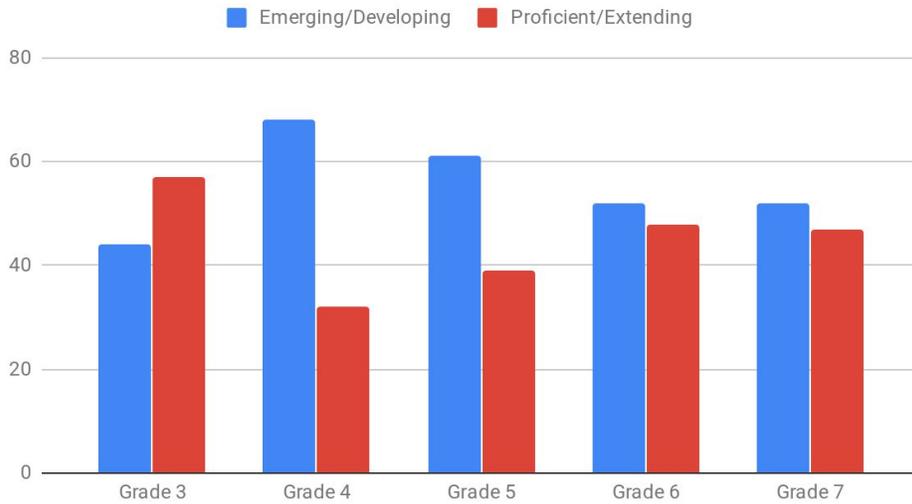
	Not Yet Meeting or Approaching (Emerging/Developing)		Total
<b>Grade 1</b>	8%	16%	24%
<b>Grade 2</b>	0%	14%	14%
<b>Grade 3</b>			

**Term 2 (Grades 4-7)**

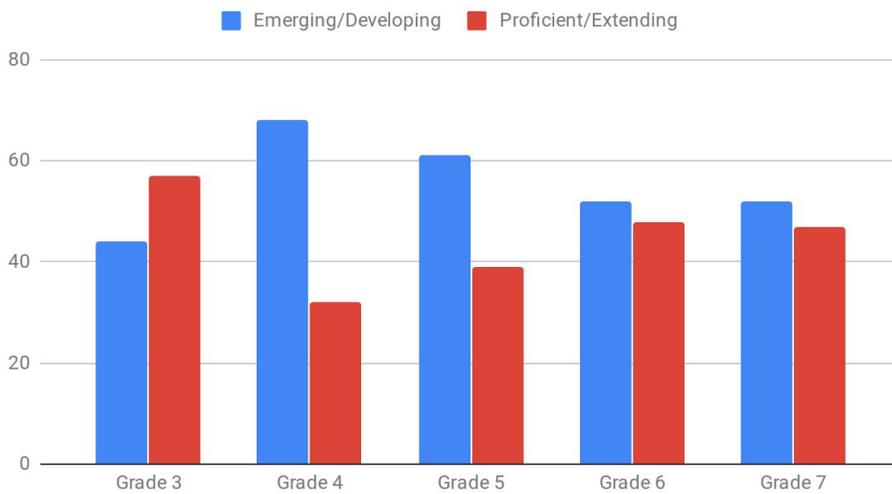
	C- or C (Emerging/Developing)		Total
<b>Grade 4</b>	30%	25%	55%
<b>Grade 5</b>	18%	9%	27%
<b>Grade 6</b>	19%	18%	37%
<b>Grade 7</b>	2%	12%	14%

## Appendix 2.3 District Numeracy Assessment Results: Fall and Spring 2018/19

### District Numeracy Assessment Data - Fall 2018



### District Numeracy Assessment- Spring 2019



### **Appendix 3 : SEL Professional Learning Log: 2018–2019**

Teachers who were in place before the start of the school year attended an August Mind Up workshop presented by Angela Lawrence and Tyler Van Beers

On the September school based Pro-D day, the staff spent half a day going over the basics of “Teaching to Diversity”, with an introduction to Spirit Buddies and Class Meetings

February 2019, a lead teacher and the teacher-librarian attended a two day workshop led by Jennifer Katz and subsequently worked with other staff members to help them plan using a UDL model

**Appendix 4 :Numeracy Professional Learning Initial Outline : 2019–2020**

Strategy	Scaffolding	Timeline
2 new teachers to take lead roles in District Numeracy Cohort- Primary: Christine Green, Intermediate: Sheldon Stuttard		September
<b>Staff review of last year’s new initiatives (Math Journals, Number Talks, Cognitively Guided Instruction</b>	Teacher Learning Math Journals at Staff Meeting	October/November
	Admin observations of Numeracy instruction in classrooms	
<b>Continuation of Building Numeracy Instructional Skills</b>	Elementary Numeracy Cohort Dates: <u>Session 1: Building Number Sense</u>  <u>Session 2: Problem Solving (Part 1)</u>  <u>Session 3: Problem Solving (Part 2)</u>  <u>Session 4: Problem Solving (Part 3)</u>  <u>Session 5: Assessment</u>  <u>Session 5: Numeracy Cohort B: April 29 (AM)</u>	Cohort B: October 3  Cohort B: October 3  Cohort B: December 12  Cohort B: January 29  Cohort B: March 11  Cohort B: April 29
	Lead teacher sharing in staff meetings	October-April
	Ongoing support from a District Numeracy team member in the form of classroom demonstrations and observations	October-April
	Continued Admin observations of numeracy instruction in classes	January-April
<b>Participate in District Numeracy Assessments</b>	Comparison of results from last year	November and April
