



# Dufferin Elementary Annual School Learning Plan 2023-2024

September 8th, 2023

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

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.

Welcome to Dufferin Elementary School, a wonderful place to live, learn, play, and build engaging, empathetic learners.



## DUFFERIN EDUCATION TEAM VALUE COMMITMENTS

- At Dufferin Elementary respect and relationships are valued in order to build trust amongst the school community - our team will focus on building these vital aspects within our SLP
  - Our Dufferin team will be humble with our wisdom and show our compassion/love through accepting values of others with an open mind and placing students' success as our top priority
- By fostering a healthy and open learning environment our Dufferin team will continue to be respectful, honest, and truthful with our learning community
- By having our Dufferin team accessible and open we can assure equity of input, dialogue, and feedback amongst all stakeholders

Dufferin is pivoting and will now be a part of the South Kamloops Family of schools which includes; Aberdeen Elementary, Beattie, South Sa-Hali, Lloyd George, Savona, and South Kamloops Secondary School. As a Family of schools we work towards the District Strategic Plan to support all learners with their individual needs and goals. Our evolving world has changed the way we look at education, as rapidly progressing technology, jobs and workplace opportunities have opened up endless possibilities for our children. BC's Curriculum has helped us to ***move forward with the flexibility we need to prepare students for a future that is also evolving.***

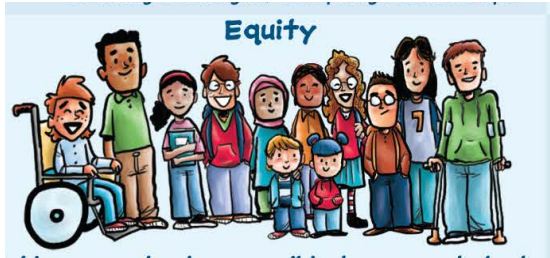
Our school consists of 11 Divisions that supports 250 students (42 Aboriginal). We want to be known for who we are and what a school should be; with welcoming and dedicated educators, respectful, kind, and caring students from both urban and rural settings, and a dedicated and supportive community.

Annually we will involve our school community to help develop our school plan including; community based gatherings, use of school messenger, newsletters, phone calls, text messages, emails, engagement evenings, cultural presentations, google form surveys, Day of Suwewwecw gathering, and utilizing community resources of advocates and supports.

Kamloops School District No. 73 acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People



# Learning Goal



## INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

**DISTRICT GOAL:** Every learner will develop competencies and skills to succeed academically.

**DISTRICT OUTCOME:** Students will meet or exceed literacy expectations for each level.

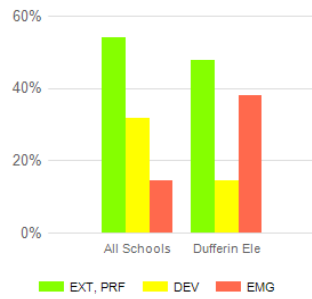
**SCHOOL RESULTS ANALYSIS:** Trend data shows Dufferin students outperform District average in Literacy and Numeracy. Grade 7 Literacy results in 2021-22 were lower than District, a change from the trend.

**SCHOOL GOAL:** Through developing students' competencies, students will meet or exceed writing literacy expectations in both reading and writing.

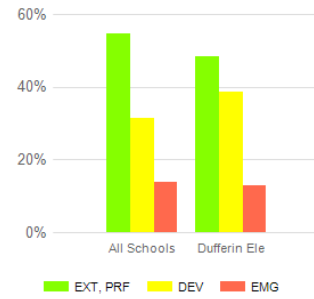
**AREAS TO CELEBRATE:** Dufferin Elementary students have experienced positive growth and achievement this past school year.

- Grades 3,4,5,6,&7 are all demonstrating developing and proficient ability

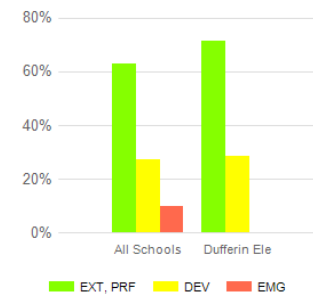
Lng - ENGLISH LANGUAGE ARTS 1



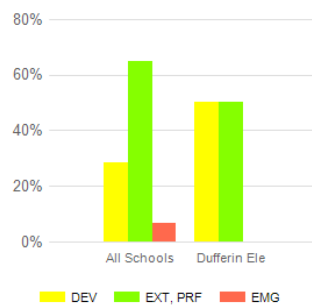
Lng - ENGLISH LANGUAGE ARTS 2



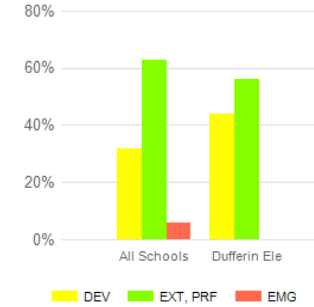
Lng - ENGLISH LANGUAGE ARTS 3



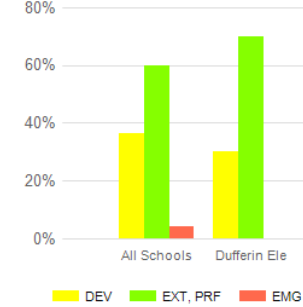
Lng - ENGLISH LANGUAGE ARTS 4



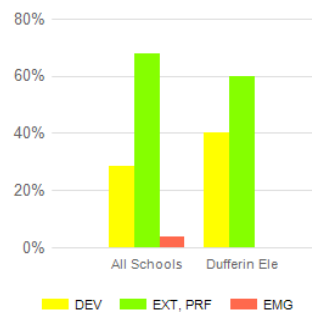
Lng - ENGLISH LANGUAGE ARTS 5



Lng - ENGLISH LANGUAGE ARTS 6



Lng - ENGLISH LANGUAGE ARTS 7



**AREAS TO GROW:** Dufferin Elementary students need to grow and achieve stronger results in the following sub-populations:

- Our Grade 1 student learners who are emerging (38%) require a support plan
- Our Grade 2 student learners (12%) require a support plan

**OBJECTIVES:** Aboriginal and Non-Aboriginal students will meet or exceed the Literacy expectations on par with each other.

**SCHOOL STRATEGIES:** To improve Literacy, we will utilize the following strategies in various areas:

**Classroom Practices (we will):**

- Utilize Adrenne Gear Literacy Programs
- Invite in District Resource Teachers
- Review and initiate Reading and Writing Assessments adapted from the performance standards
  - the link for the writing 1-7
    - [Writing Performance Standards K-8](#)
  - the link for the reading K-7
    - [Reading Performance Standards](#)

**Professional Development Opportunities (we will):**

- District literacy support person to assist with strategies
- Literacy support person to continue to model lessons in our classrooms around this and debrief with staff
- Dedicate one Literacy based PRO-D per school year

**Grade to Grade Transitions (we will):**

- review your specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our School Learning Team
- review our student referrals and what we are doing to support them to stay or return to regular programming

**To improve Aboriginal learning (we will):**

- Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'
- Utilize our Aboriginal Education Worker to engage and support learners
- Invite in K-12 Aboriginal Resources teachers and community knowledge keepers
- Focus on strategies and goals from the Aboriginal Enhancement Agreement

**To improve in learning, we are ensuring our resource meet our students' needs:**

- Utilizing the Science of Reading curriculum guide
- Tara West's - Firstie Phonics - Second Phonics
- Primary Sound Walls
- Heggerty Phonics Awareness
- Adrienne Gear's Reading Power, Daily 5 Program with CAFE reading strategies, Powerful Writing Structures, and Words Their Way Program

## Evidence and Next Steps

If we continue to follow current practices and add in additional resources, such as Adrienne Gear, we will continue to maintain our current performance assessment and/or increase students abilities.

## Review Date #1: Fall, 2023

Students: FSA (Grade 4 & 7)

Parents: Google Forms/PAC/Face to Face

Staff: Report Cards/Interims

Ab Ed Partners: AEW Partners/Presenters

## Grade One/Two Teacher Tiffany Cross & Grade Two Teacher, Nicole Preymak presented at our October 3rd Staff Meeting:

- 5 components to reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Worldwide scientifically proven shift in the way reading is taught, called the Science of Reading. Ontario is revamping its approach to literacy and is ending the 3 cueing system. It is gaining momentum across the United States and Australia. Many schools in Kamloops are also making the shift.
- The Science of Reading is based on current research that demonstrates how children learn to read and the explicit, systematic methods educators can use to teach reading.
- [What is the Science of Reading? | Structured Literacy | IMSE Journal](#)
- [Reading Rockets](#) for classroom strategies for reading and writing with videos, information, and printables, free Pro-D workshop, etc.
  - *Beneficial for older grades as well as primary. EXCELLENT RESOURCE!!*
- [The Science of Reading](#)
  - *Explicit phonics instruction*
- *Text: Shifting the Balance by Jan Berkins and Kerri Yates*
- Phonics Companion program will be implemented with our Primary Class during the 2023-24 school year.

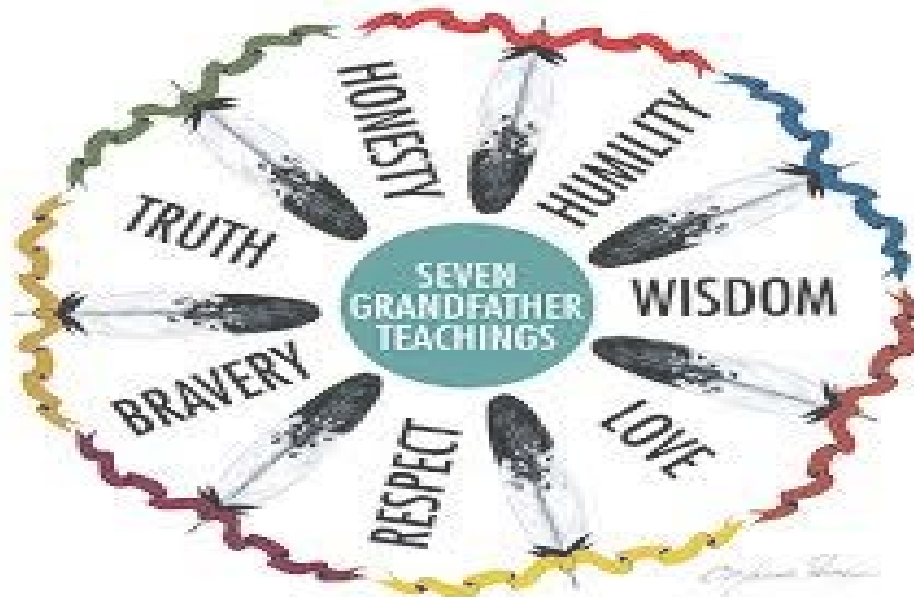
- The Phonics Companion (2023) is a Canadian and research-informed phonics instruction resource. Following a scope and sequence, the 120 well-organized lessons introduce sound-spellings (including more advanced ones), provide varied orthographic mapping activities, and prompt students to consolidate skills using connected Bug Club Phonics decodable readers and sample texts.
- Reading Companion links:
  - [Writing Performance Standards K-8](#)
  - [Reading Performance Standards](#)

**Intermediate Classes, Grade 4 - 7 have been working with Literacy Coordinator, Tricia Prasad**

- ***Week by Week Phonics & Word Study Activities for the Intermediate Grades (Gr. 3-6) resource.***
- [Week-by-Week Phonics & Word Study – Scholastic Canada Teachables](#)
- **Making Words**
  - <https://www.pearson.com/us/higher-education/series/Making-Words-Series/2282163.html>
- **Words Their Way** is a classic and highly regarded resource. It has an excellent assessment, too. It is differentiated and focused on small group instruction and practice (using various sorts/games), so it can be a bit to juggle.
  - [Words Their Way Series | Pearson](#)
- **The Florida Institute for Reading Research** has a lot of free printable activities for diverse aspects of words study.
  - [Fourth and Fifth Grade | Florida Center for Reading Research](#)
- **Jolly Grammar** is more traditional and structured (2013). It addresses grammar/sentence structure as well as spelling.
  - [Jolly Grammar – JollyWorks Ltd.](#)
- **Canadian Spelling Program, Steck-Vaughn Spelling: Linking Words to Meaning** is from the late 90s. The latter has a wide assortment of word study, grammar, and writing activities (unit/template-based).
- Finally, word ladders are quite popular now. They are not comprehensive by any means, but they could be a fun yet meaningful bell work activity. See Timothy Rasinski's Grades 4-6 **Daily Word Ladders**.

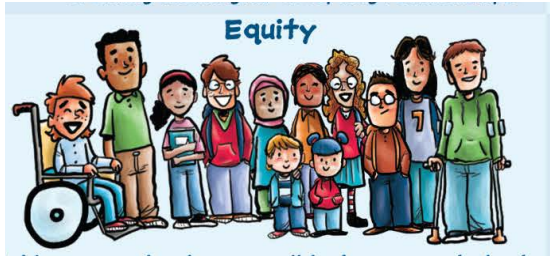
- [https://teachables.scholastic.ca/products/daily-word-ladders?\\_pos=2&\\_sid=34b5c5b70&\\_ss=r](https://teachables.scholastic.ca/products/daily-word-ladders?_pos=2&_sid=34b5c5b70&_ss=r) (also available in book format)
- [Daily Word Ladders Content Areas Grades 4-6](#) (content areas)
- **Week by Week Phonics & Word Study Activities for the Intermediate Grades** (Gr. 3-6) resource. It focuses on "high-utility" syllables and affixes. You can purchase it as a PDF to simplify printing. There's a five-day lesson plan (these are short) that repeats for 36 weeks. We think this may be better for Gr. 6-7, but it depends on your students. Once students got the hang of the lesson format, they would become more independent. This resource has templates for students.
  - <https://teachables.scholastic.ca/products/week-by-week-phonics-word-study> (also available in book format)

*This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action. Describe when (dates) you reviewed the school learning plan and who was involved. Aim to review it with students, parents, staff, and Aboriginal partners on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis). There are different ways to consult and gather meaningful feedback and we will make time for this discussion during family of schools next year.*





# Learning Goal



## INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

**DISTRICT GOAL:** Every learner will develop competencies and skills to succeed academically.

**DISTRICT OUTCOME:** Students will meet or exceed numeracy expectations for each level.

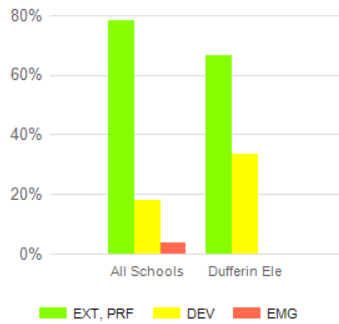
**SCHOOL RESULTS ANALYSIS:** Dufferin Elementary students consistently demonstrate a higher level of performance on FSAs compared to the District achieving on average over a 4 to 5 year trend anywhere between 1% and 9% in Literacy and Numeracy results. However, in 2021-22 Numeracy results with both Grade 4 and 7 students showed achievement under that of the District and we are determined to improve on this.

**SCHOOL GOAL:** Through developing students' competencies, students will meet or exceed in numeracy.

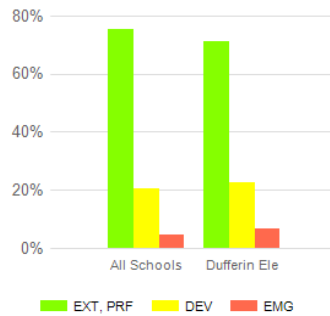
**AREAS TO CELEBRATE:** Dufferin Elementary students have experienced positive growth and achievement in Numeracy

- Mathematics Trimester 1 Performance results were very encouraging:
  - Grade 1, 3,5,6, & 7 classes all performing at developing, proficient, or extending

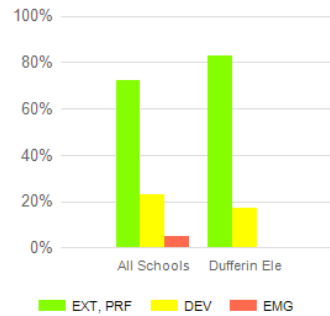
Math - MATHEMATICS 1



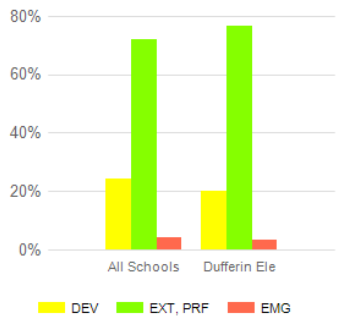
Math - MATHEMATICS 2



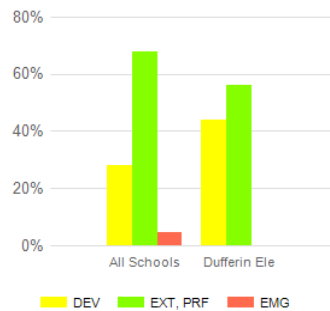
Math - MATHEMATICS 3



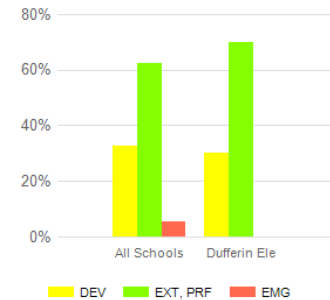
Math - MATHEMATICS 4



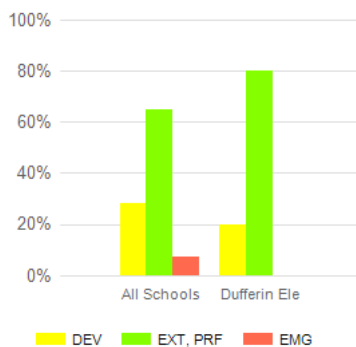
Math - MATHEMATICS 5



Math - MATHEMATICS 6



Math - MATHEMATICS 7



**AREAS TO GROW:** Dufferin Elementary students need to grow and achieve stronger results in the following sub-populations:

- Recognizing, Identifying, and supporting the following:
  - Grade 2 students who are emerging (< 5%)
  - Grade 4 students who are emerging (< 5%)

**OBJECTIVES:** Aboriginal and Non-Aboriginal students will meet or exceed the Numeracy expectations on par with each other.

**SCHOOL STRATEGIES:** To improve Numeracy, we will utilize the following strategies in various areas:

**Classroom Practices (we will):**

- 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 multi-step strategies that help students to analyze numerate tasks
- Teacher Collaboration and Modeling
- 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)
- All classes explicitly practicing breaking down Math tasks into clear steps
- Aim for one collaboration/modeling block per month
- Presentations of Learning twice a year (Fall and Spring)
- Improve our instruction of number sense, geometric thinking and spatial reasoning in primary classes
- Focus on developing the framework to build thinking classrooms in intermediate classes

**Professional Development Opportunities (we will):**

- District numeracy support person to assist with strategies
- Numeracy support person to continue to model lessons in our classrooms around this and debrief with staff
- Grade 3 and 6 Teacher Leads to attend, obtain, and present numeracy knowledge to all staff
- Dedicate one Numeracy based PRO-D per school year
- Participate in the primary and intermediate on-going numeracy sessions facilitated by the district numeracy team.
- Share learning from the numeracy sessions with staff during staff meetings.
- Work with the district numeracy team to learn and observe best practices.
  
- Primary Teacher, Emma Moroz underwent in-service around the :Taking Shape: lessons and manipulative kits.Dufferin now has a kit at the school.
  - [Letter to Principals Taking Shape kit](#)
- Cynthia Morrow - Numeracy Coordinator presented to all Staff Meeting:

- [Dufferin BALANCED NUMERACY - Staff](#)
- Moncia Bergeron meet with Intermediate Teacher, Seema McGarry, Primary Teacher, Tiffany Cross, and Principal, Gord Cumming to implement the 'Figuring Out Fluency in Mathematics book/companion resource for September, 2023
  - The school has purchased two Teacher Teacher Fluency books and all four Companion Resource books to be Piloted for the 2023-24 school year
- Students: FSA (Grade 4 & 7)
- Cynthia Morrow and Monica Bergeron Visits: December & February
  - [Dufferin BALANCED NUMERACY - Staff](#)
  - [Letter to Principals Taking Shape kit](#)

**Grade to Grade Transitions (we will):**

- review your specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our School Learning Team
- review our student referrals and what we are doing to support them to stay or return to regular programming
- We will receive a number sense and taking shape kit to share in our primary classes
- We will ensure teachers have resources to develop thinking classrooms
- We will dedicate LART time to math intervention

**To improve Aboriginal learning (we will):**

- Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'
- Utilize our Aboriginal Education Worker to engage and support learners
- Invite in K-12 Aboriginal Resources teachers and community knowledge keepers
- Focus on strategies and goals from the Aboriginal Enhancement Agreement

**To improve in learning, we are ensuring our resource meet our students' needs:**

- Utilizing

**Evidence and Next Steps**

If we continue to focus on organizing the 'steps' for Numeracy processes and 'real world' problems that are engaging and purposeful for our students, then we will see increased ability to analyze Math problems and communicate solutions.

**Review Date #1: Fall, 2023**

*This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action. Describe when (dates) you reviewed the school*

***learning plan and who was involved. Aim to review it with students, parents, staff, and Aboriginal partners on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis). There are different ways to consult and gather meaningful feedback and we will make time for this discussion during family of schools next year.***

# Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care



## HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

**DISTRICT GOAL:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

**SCHOOL RESULTS ANALYSIS:** Over the past 5 years Dufferin Elementary students indicated they feel welcome (12% above the district average) with a 90% indication on the student learning survey 2021-22. Students also feel safe with 90% indication (19% above the district average). However, students' sense of belonging (60% in 2021-22) and students feeling like adults care (67% in 2021-22) will be our focus as we feel students have a disconnect coming out of COVID (cohorts, Virtual learning, personal space, etc.).

**SCHOOL GOAL:** All students will feel welcome, safe, and connected by supporting students' well-being.

**AREAS TO CELEBRATE:** Dufferin Elementary students feel welcome and safe while in attendance.

- 90% of students indicated via the student learning survey they feel welcome and safe at school

- The 5 year trend for feeling welcome and safe at school is 12% (welcome) and 13% (safe) above the district comparison
- Indigenous Student on the Student Learning Survey (SLS) - 100% Feel Welcome and 83% indicated School Belong 2020-21

**AREAS TO GROW:** Dufferin students have indicated they do not feel a strong sense of belonging and/or that adults care for them.

- 60% of students indicated via the student learning survey they have a sense of belonging
- 67% of students indicated via the student learning survey that adults care about them

**SCHOOL STRATEGIES:** Dufferin staff will utilize the following strategies to help each child develop within their six dimensions of well being, while recognizing each student will have compromising factors that will have an impact on their well being.

- Mind Up program - All classrooms including the Mind Up principles and self regulation strategies daily/ weekly
- Mind Up for classroom use and self regulation ideas - teachers and CEAs monitoring high needs students and bridging the gap between class and unstructured time
- Self Regulation - in class and out of class strategies/tools
- Focus on school wide consistent language around regulation - expected/ unexpected behaviours, emotional brain, and dis-regulated/regulated
- PBIS focus on regulation during unstructured times
- Create a classroom culture that encourages attempts and not just “right” answers
- Set classroom expectations around when to ask for assistance (after a length of time or number of attempts)
- Help students reframe problems
- All staff using this language when discussing behaviours
- Students engaged and comfortable with attempts to answer - Teachers will outline these expectations as appropriate for age
- Staff responses to questions will be encouraging of more resilience and attempts to solve - supportive and guiding but not answering
- Ensuring students are ‘seen’ by greeting and engaging with all students when the opportunity arises
- Spirit Work and Collaboration inspired by Fullan & Edwards’ work will help guide and support our learning community - having a shared purpose, connecting people to their work together, for, and with each other, is a powerful force
- 7 Grandfather Teaching Assemblies: Love, Respect, Trust, Honesty, Humility, Wisdom, and Courage
  - [7 PILLARS -CONVERSATION/CONNECTION - LOVE](#)
  - [7 PILLARS -CONVERSATION/CONNECTION - RESPECT](#)

- [7 PILLARS -TRUST](#)
- [7 PILLARS HONESTY & CONVERSATION](#)
- [7 PILLARS IS- HUMILITY AND CONVICTIONS](#)
- [7 PILLARS WISDOM & LAUGHTER](#)
- [7 PILLARS- COURAGE & HOPE](#)

## **Evidence and Next Steps**

### **Review Date #1: Fall, 2023**

Students: DWERS

Parents: SLS/Google Forms/PAC/Face to Face

Staff: Via Report Cards/Interims

Ab Ed Partners: AEW and Community Partners/Presenters

**Revise this section on an ongoing basis as we learn from reviewing school goals, strategies, and evidence-in-action. Describe when (dates) we review with staff and community**