

CARTHUR 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.”

Arthur Hatton is a K-6 school, with a Strong Start Program, home to 220 students, 94, or 40% of our population, are Aboriginal. We are located in one of the lowest socio-economic areas of the city and therefore have many families in vulnerable situations. We hand out 35 Starfish backpacks each week, feed up to 40 students every morning with the PowerStart breakfast program, and support multiple families with the lunch program. Creating resilient learners has been the main goal in past years, and as we switch to focus on numeracy and literacy, resiliency will still be prominent within the learning.

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

Goal #1	✓ Increasing the number of students who are proficient in numeracy.
Goal #2	✓ Increasing the number of students who are proficient in literacy.

Related District Strategic Plan Goal/Aboriginal Enhancement Goal:

1. Ensure each student acquires strong foundational skills and core competencies.
 - District Goal 1.1: Students will demonstrate growth in the thinking, communications and personal/social competencies.
 - Aboriginal Enhancement Goal 1: Improve Primary Achievement Results in K-3 in Reading, Writing, and Math.
2. Connect students to their interests and passions.
 - District Goal 1.2: Students will graduate with strong foundational skills in literacy and numeracy.
3. Foster an inclusive, adaptable and accountable district culture.
 - District Goal 4.1: Staff will demonstrate their commitment to inclusive practices.

Goal Rational:

Numeracy is an area of concern at Arthur Hatton, therefore we will continue to focus on improving the number of students who are proficient. We found that students feel more confident in their abilities and have a positive mind set regarding their skills in numeracy. However, the data shows that their level of proficiency in numeracy is extremely low. 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.

Goal #1 - - - Increasing the number of students who are proficient in numeracy.

Strategies:

- Professional development at staff meetings once per month
- Focus on school wide professional development during district wide days
- Collaboration groups for staff to discuss strategies and plans to support goal area at staff meetings once per month
- Use of the DNA as a means of assessing student growth in goal area
- Staff participating in a book club focusing on two books - Jo Boaler’s Mathematical Mindsets and Cathy Humphreys & Ruth Parker’s Making Number Talks Matter.
- Teaching students through vertical math surfaces, using Number talks, and/or CGI
- Individualizing student’s math programs
- Incorporate First People’s principles of learning into lesson plans
- Two lead numeracy teachers complete training and share with staff
- New K students invited to attend SPARK sessions

Data: Numeracy (DNA)

Forthcoming data in Spring 2021 will include subsets of SPED and Aboriginal learners

	Grade 3		Grade 4		Grade 5		Grade 6	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
Proficient	n/a	16%	n/a	12%	25%	21%	35%	20%
Developing	n/a	46%	n/a	78%	65%	43%	41%	44%
Emerging	n/a	35%	n/a	10%	10%	29%	24%	28%

- ★ We have found that students come to school with misconceptions of their ability to ‘do math’. Many start their school career with the notion that they cannot do math, so they will not persevere through the learning and the tasks. We have worked hard to create a school culture that helps with this.
- ★ Numeracy has been our focus for the past two years, and although we have not seen a significant increase, we are confident that student’s mind frames are more positive and ready to put forth the effort needed to learn and grow in this area
- ★ A small increase in the number of students developing and emerging provide some evidence to the shift in mind frames in regards to Numeracy.
- ★ Example of teacher anecdotal comments:
 - Mr. Denby provided his grade 5 students with a beginning of year assessment of basic computational skills, then provided opportunity for a week for students to work in the areas that each individual needed improvement in. He re-assessed the class at the end of the week and every student showed improvement.
- ★ To further support the growth of a positive mind set with our students, staff are participating in a book study of the book ‘Mathematical Mindsets’ by Jo Boaler

Goal #2 - - - Increasing the number of students who are proficient in literacy

Strategies:

- Each class will be given three blocks of time per week by Non-enrolling teachers(LART) and Admin to support literacy in the classroom
- Small group pull out for more intensive review
- Use of LLI kits, Guided Reading, Cafe 5 and/or Literature to support literacy
- Incorporate First People’s principles of learning into lesson plans
- Developing our LLC (Library Learning Commons) to increase access to literature and to further engage students in learning
- Two lead literacy teachers
- Kindergarten teachers participating in CR4YC
- New K students invited to attend SPARK sessions
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Data: Literacy (PRA)

Forthcoming data in Spring 2021 will include subsets of SPED and Aboriginal learners

	Grade 1		Grade 2		Grade 3	
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
Proficient	44%	26%	62%	45%	33%	64%
Developing	14%	8%	2%	15%	3%	3%
Emerging	42%	66%	36%	40%	64%	33%

Data: Literacy (NFRA)

Forthcoming data in Spring 2021 will include subsets of SPED and Aboriginal learners

	Grade 4			Grade 5			Grade 6		
	2017 - 2018	2018 - 2019	2019 - 2020	2017 - 2018	2018 - 2019	2019 - 2020	2017 - 2018	2018 - 2019	2019 - 2020
Proficient	3%	3%	0%	12%	18%	6%	26%	24%	17%
Developing	64%	35%	79%	67%	37%	42%	48%	57%	55%
Emerging	33%	55%	21%	15%	45%	52%	26%	19%	28%

- ★ We have found that many students come to school without much exposure to literacy - stories, vocabulary, ability to sit through and focus on a story, or participate in a conversation using varied language. We have worked hard to create a positive school culture for our students in hopes that it will build resiliency to help our students catch up to where many other children their ages are at.
- ★ Although Literacy has not been our main focus, we continue to work with increasing vocabulary, provide small group instruction, and make sure our students are read to on a regular basis.

Overall intent: to create a positive school climate that leads to a culture of resiliency

Strategies:

- Positive Behaviour Support system
- Growth Mindset strategies
- Use of our SET room to help with student self regulation
- Providing students with food when/if needed
- School wide activities to help build positive school culture
- FBA for students who are struggling with their behaviours
- Regular collaboration between staff members, parents and administration to support this goal area
- Incorporate First People’s principles of learning
- School and Community Garden Project

Data: Behaviour (Office Referrals)

Forthcoming data in Spring 2021 will include subsets of SPED and Aboriginal learners. Behaviour data will also be presented by primary code categories.

	Office Referral Totals	Difference from previous year	% change of previous year
2017-2018	893		
2018-2019	689	204	-23%
2019-2020	682	7	-1%

	*Based on projection to June 2020		
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- ★ The data is difficult to interpret as our numbers last year were based on a projection. Inconsistent numbers are a consequence of Covid-19.
- ★ Daily data continues to be collected this year
- ★ SET room is used regularly for both scheduled and unscheduled breaks
- ★ All behaviour data is entered into MyEd and staff create strategies based on this data
- ★ Cohort groups at recess and lunch have assisted in decreasing monthly behaviours to this point and may be considered for continued use after ‘Covid’
- ★ Monthly theme days are advertised and supported by staff and students alike
- ★ Using technology to assist with parental involvement this year - giving visual tours of classrooms, filming assemblies and sharing on website
- ★ STAR assemblies to recognize positive behaviours and academic success three times per year

Specific Support Framework:

- Staff meeting professional development/collaboration time once a month for teachers to meet and discuss strategies to improve numeracy
- Lead teachers working with District Numeracy coordinators, District Aboriginal teams, District Inclusion teams; then sharing their learning with staff
- Shuswap Language teacher working with staff and students
- Aboriginal and Vulnerable learners
 - ◆ There are 94 or 40% of our population identified as an Aboriginal learner
 - ◆ There are 20 students identified with ministry categories (12 Aboriginal/8 Non-aboriginal)
 - ◆ The school has identified 70 students of concern in either academics or social/emotional (39 Aboriginal/31 Non-aboriginal)
 - ◆ LARTs, Teachers, Parents and Community partners develop plans for students to allow for optimal success
 - ◆ Speech and Language support for 22 students (12 Aboriginal/10 Non-aboriginal) and monitoring 5 others students (2 Aboriginal/3 Non-aboriginal). Our SLP is also providing training to one of our CEAs so that she can work with 3 Aboriginal students during class time.
- ◆ Shuswap Language teacher at the school provides language and culture lessons to every student in the building
- ◆ Purchased 30 I pads for support with Shuswap Language and Culture
- ◆ Aboriginal workers in classrooms to support student learning
- ◆ Aboriginal Family Councillors seeing students each week (13 students)
- ◆ Boys and Girls group each week lead by AbEd assistants
- ◆ Culture club activities at noon hour each day
- ◆ Purchase sewing machines for creating ribbon skirts, regalia, and other cultural clothing and crafts
- ◆ CEAs in classrooms to support students learning

- ◆ SET room
- ◆ District Family Counselor available on request to support vulnerable students and families
- ◆ Check in/Check out each day for 30 students (15 Aboriginal/15 Non-aboriginal)
- ◆ Food programs - Powerstart Program(31 Aboriginal/11 Non-aboriginal), Starfish backpacks(25 Aboriginal/14 Non-aboriginal); snacks and lunch are offer to anyone who needs the food
- Support Resiliency through
 - ◆ PBiS
 - ◆ Zones of Regulation
 - ◆ Brain breaks on a daily basis
 - ◆ Daily exercise, including the BOKS program
 - ◆ Growth mindset - teach understanding of mistakes as growth and learning (FAIL=First Attempt in Learning)

Learning Partner Engagement:

PAC, CEA and Teaching staff will be actively involved in review and revision of the plan during the 2020/2021 school year

- Boys and Girls club with the Powerstart Breakfast program (approximately 40 students access each day)
- Boys and Girls club, Kamloops Food Bank, SD73 with the Starfish backpacks (35 handed out each week)
- SD73 After school programs run 2 or 3 days a week
- Independent Grocery takes receipts in exchange for gift cards that help to purchase food and supplies
- Ministry of Children and Families work with us to support vulnerable students
- Secwepemc Child and Family Services and LMO work with us to support vulnerable aboriginal students
- Kamloops Immigrant Services translate and support our refuge families and students
- RCMP provide learning opportunities and support for our school
- Farm to School provide learning opportunities for our students and support with our school gardens
- Fruit and Veggie Program provides nutritious food to all students
- Various business have donated winter clothing and food to our school
- George Petal, local business owner, has provided a Christmas hamper for a family in our school for the past two years
- Tana Richards - POPARD - last year provided support for the LART team and one class, this year one classroom and the teachers associated are supported by training and follow up.

Tasks, Activities and Resources

- Inquiry/Project/Problem based learning
- Presentations of Learning – 2 times per year
- Multi- Age group activities 4 times per year, with one focused on Numeracy - put on hold due to Covid
- Teach and use a variety of numeracy strategies such as Vertical Math, Math Talks, and/or CGI
- Implement Aboriginal content into our daily lessons, classrooms, and whole school
- Use the District Numeracy Assessment as a tool to collect data
- Admin will visit classrooms on a regular basis. Honour and celebrate innovative teaching practices
- Staff and Admin will be more cohesive in pro-d learning and opportunities
 - ◆ September Pro - d day was focus on Numeracy

- ◆ Attend majority of pro-d days as a whole staff
 - ◆ Book club - select a new book with a numeracy focus. (Mathematical Mindsets by Jo Boaler, and Making Number Talks Matter by Cathy Humphryes and Ruth Parker)
 - ◆ Collaboration time (at staff meetings): Staff divided into 3 groups, to focus on Numeracy. Each group will be asked to come up with a strategy to learn, implement, and test; always asking ‘how it is impacting student learning?’
- Teachers will be encouraged and supported to create diverse learning environments within their classrooms, considering the needs of their students ie. Sensory items, multiple forms of teaching(verbal/hands on/visual), variety of desk arrangements and types (standing, sitting, kneeling)

Professional Learning Plan:

→ September

◆ Staff meeting -

- review goals and strategies
- Book club - decide on a book that has a numeracy focus -Suggestions:
 - Collaborating to Support All Learners in Mathematics and Science (Faye Brownlie, Carole Fullerton, and Leyton Schnellert),
 - Visible Learning for Mathematics (John Hattie et al),
 - What's Math Got To Do With It? (Jo Boaler),
 - Mathematical Mindsets (Jo Boaler)

◆ District Non-Instructional day - review and learn about ‘Number Talk’ strategies so that each class can implement over the next month

◆ Gather base data through the DNA

→ October

◆ Staff meeting

- Book club - Mathematical Mindsets (Jo Boaler) - Ch. 1 & 2
- Collaboration focus - Staff divided into 3 groups, to focus on Numeracy. Each group will be asked to focus on learning more about Number Talks. To learn how to implement and use this strategy to learn, and test; always asking ‘how it is impacting student learning?’
- Focus on Number Talks - how is it going; what changes need to be made; how is this impacting student learning?

◆ District (Provincial) Non-Instructional day - staff asked to focus on numeracy

→ November

◆ Staff meeting

- Book club - Ch. 3 & 4
- Collaboration focus - Continue with Number Talks - assess ‘how this has impacted student learning?’; collect data to see how this strategy has helped our learners

◆ Multi – Age group activity with Numeracy focus - on hold due to Covid

→ December

◆ Staff meeting

- Book club -
- Collaboration focus - Vertical Math as a strategy to engage learners

◆ District Non-Instructional day - focus on Vertical Math; build strategies and plans to

implement over the next two months

→ January

- ◆ Staff meeting
 - Book club -
 - Collaboration focus - focus on Vertical Math

→ February

- ◆ Staff meeting
 - Book club -
 - Collaboration focus - focus on Vertical Math - how is this impacting student learning? collect data to see how this strategy has helped our learners
- ◆ District Non-Instructional day -
- ◆ Presentation of Learning - numeracy focus

→ March

- ◆ Staff meeting
 - Book club -
 - Collaboration focus - on CGI - Introduce strategy; spend time to learn about it, and incorporate it into daily Math

→ April

- ◆ Staff meeting
 - Book club -
 - Collaboration focus - CGI
- ◆ District Non-Instructional day -

→ May

- ◆ Staff meeting
 - Book club -
 - Collaboration focus - CGI - how is this impacting student learning?
 - collect data to see how this strategy has helped our learners
- ◆ District Non-Instructional day -

→ June

- ◆ Staff meeting
 - Book club -
 - Collaboration focus - Year review - 3 strategies: Number Talks; Vertical Math; CGI
- ◆ Presentation of Learning with Aboriginal focus

Staff Professional Growth Plans:

Beginning September 2020, teaching staff will be asked to submit an Individual growth plan that includes the following information:

- Identify two ways you plan to implement inclusivity into your classroom
- Numeracy plan for the year – specifically share some tasks that will be relevant and engaging for students
- How can admin support you in your professional growth this year?

Theory of Action:

- ★ IF we continue to focus professional development and staff meeting times on looking at great pedagogical practices around numeracy, specifically foundational skills, and implementing them into our classrooms, THEN we see students improve their proficiency in numeracy as measured by District Numeracy Assessment (DNA), Foundation Skills Assessment (FSA) and classroom data.

- ★ IF we provide learning opportunities for our staff to 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.

- ★ IF we continue to work on building a positive school climate, individual positive mindsets, and build Aboriginal inclusion, THEN we will see students ready, and willing to take on the challenges of learning new and challenging concepts.