



David Thompson Elementary School

1051 Pine Springs Road

Kamloops, BC

V2B 1B9

<https://dthompson.sd73.bc.ca>

Principal: Berni Linfitt

School Learning Plan 2020/2021

David Thompson Elementary School



School Plan Overview

School Vision

David Thompson Elementary is a hub of discovery and inquiry. Staff and students are embracing the re-designed curriculum and moving towards building 21st century citizens who are capable, confident, caring and productive.

School Context

David Thompson Elementary School (DT) continues to offer a strong academic program delivered by a very experienced, dynamic, and dedicated staff. We consider ourselves leaders and learners in innovative practice. A strong, active, and involved parent support group (PAC) creates and supports student opportunities and a strong sense of community. Finally, we offer a well-balanced, general elementary experience for all students to grow and excel academically and socially.

2020/2021 School Year David Thompson Elementary is made up of:

1.0 Classroom Teachers	11	Current population	228
LART	1.0	@Kool or Homeschool	15
Librarian	0.4	Primary students	109+7
Part time Prep Teachers	2	Intermediate students	119+8
Certified Educational Assistants	4	Classrooms/Divisions	11
Aboriginal Education Worker	0.5	Students requiring IEP's	17
Custodians	2.3	Students with Aboriginal Ancestry	29
Library Assistant	0.5		
Administrative Assistant	1	Administrator	1

School Goals

1. David Thompson Elementary students will acquire strong foundational skills in the areas of literacy and numeracy.
2. David Thompson Elementary students will show growth in their ability to solve problems in peaceful ways, persevere through challenges, and by positively contributing to an inclusive culture.

Learning Partner Engagement Process

School Plan Annual Review

DT's SLP was reviewed in September of 2020 to ensure that staff are aware of the plan and implement accordingly during the 2020/2021 school year. The staff strongly agreed with the Westsyde Family of Schools decision that focusing on building a sense of belonging in the school was important. Not only did many teachers state that the students arrived in the fall academically behind where they should be, but also the social -emotional impact that this has had on everyone is notable.

2020/2021 was to be our second attempt at being our baseline year for data collection. Unfortunately with COVID-19 changing the educational landscape from mid March, 2020 until the end of June, 2021, the 2019/2020 data was skewed in the Student Learning Survey. The DNA and DEWRS did not take place last spring.

Throughout the process we reviewed our district's strategic plan, First Peoples Principles of Learning and the Seven Principles of Learning from research conducted by the OECD. As part of the process, we personalized and demonstrated how DT was weaving each of these principles into our school. Please see attached presentations of how DT is demonstrating the OECD Principle of Learning by clicking on the link.

☐ [2020 2021 The 7 Principles of Learning DT](#)

We are in the third year of the Provincial Reporting Pilot program. We continued to inform parents regarding this through newsletters versus the past parent information in person sessions. We hope to resume Celebrations of Learning next year.

PAC was updated and informed throughout the year at monthly meetings.

Goal One:

David Thompson Elementary students will acquire strong foundational skills in the areas of literacy and numeracy.

Foundation Skills

The following goals in DT's SLP will continue to help foster strong foundation skills in our students. Although only numeracy is specifically referred to under the SLP goals, we will continue to maintain a strong focus on all the basics: reading, writing, and math.



Alignment with District Strategic Plan Goal

PRIORITY 1: ENSURE EACH STUDENT ACQUIRES FOUNDATIONAL SKILLS AND CORE COMPETENCIES.

1.1 Students will demonstrate growth in the thinking, communication, and personal/social core competencies.

1.2 Students will graduate with strong foundational skills in literacy and numeracy.

PRIORITY 2: CONNECT EACH STUDENT TO THEIR INTERESTS AND PASSIONS.

2.2 Students will be able to reflect on their learning and set goals for improvement.

PRIORITY 3: HONOUR THE FIRST PEOPLES' PRINCIPLES OF LEARNING AND ABORIGINAL WORLDVIEWS AND PERSPECTIVES.

3.1 Students will experience learning through Aboriginal ways of knowing and doing.

PRIORITY 4: FOSTER AN INCLUSIVE, ADAPTABLE, AND ACCOUNTABLE DISTRICT CULTURE. GOALS:

4.1 Staff will demonstrate their commitment to inclusive practices.

PRIORITY 5: STRENGTHEN PARTNERSHIPS TO ENRICH THE WAY WE LEAD, LEARN, AND WORK.

5.1 Staff will practice effective collaboration at all levels of the district.

5.2 Staff will build effective teams and networks to facilitate partnerships that support students.

5.3 Staff will engage in community-based and job-embedded professional learning and training.

Goal Rationale

The School Learning Plan from last year focussed on students acquiring strong foundational skills while focusing on numeracy and immersing them in experiential learning to help them discover their interests and passions.

Data Related to Goal/Evidence

- Student Learning Survey Gr. 4 and 7
- District Numeracy Assessment
- Non Fiction Reading Assessment
- Foundation Skills Assessment

STUDENT LEARNING SURVEY

Grade 4	2020	2021	
Getting better at Math	75%	73%	Agree or Strongly Agree
Getting better at Reading	75%	77%	Agree or Strongly Agree
Getting better at Writing	70%	54%	Agree or Strongly Agree
Grade 7	2020	2021	
Getting better at Math	75%	57%	Agree or Strongly Agree
Getting better at Reading	50%	49%	Agree or Strongly Agree
Getting better at Writing	60%	71%	Agree or Strongly Agree

DISTRICT NUMERACY ASSESSMENT 2020/2021

Gr 3	Fall 2020	Spring 2021
Overall	2.14	2.3
Gr 6	Fall 2020	Spring 2021
Overall	2.15	2.3

*There are only a total of 7 Indigenous students in Gr 3 and 6.

Non Fiction Reading Assessment

Independent	Gr 7	Gr 6	Gr 5	Gr 4	Indigenous
Fall 2020	46.6%	53.6%	66.8%	60.7%	68.75%
Fluent	Gr 7	Gr 6	Gr 5	Gr 4	Indigenous
Fall 2020	46.6%	52.1%	71.9%	57.1%	68.7%

FSA

Grade 4 On track/Emerging

Numeracy 2020 2021

Female 65%

Male 75%

Indigenous 60%

Grade 4 On track/Emerging

Literacy 2020 2021

Female 78%

Male 50%

Indigenous 60%

Grade 7 On track/Emerging

Numeracy 2020 2021

Female 67.8%

Male 54.6%

Indigenous 50%

Grade 7 On track/Emerging

Literacy 2020 2021

Female 80%

Male 77%

Indigenous 87%

Area of Focus	Strategies and Initiatives	Targets and Measures
Numeracy	<ul style="list-style-type: none">• All classrooms working on basic computation skills and number sense appropriate to grade level• Modeling of number sense strategies that help students to build connections between concepts• Strategies continued being used in all classrooms such	<ul style="list-style-type: none">• 2 staff became the Numeracy support teachers at DT attending 2 District sessions• Concepts shared at staff meeting following the District sessions• 100% of teachers reported implementing new strategies in classrooms• You Can Count on Me was to be replaced by SPARK. 15/17 of 2021/2022 Kindergarten families picked up their packages at the

	<p>as:</p> <ul style="list-style-type: none"> ○ Question of the day Attendance math Problem Solving ○ Number bowling ○ Counting collections/hands on exploration ○ Estimation jar ○ Students teaching students ○ Double/half game ○ Making our thinking visible ○ Guess my number ○ Math in the news ○ Collaboration ○ Connections between decimal/fraction/ percent ○ Used beads and trays to make rules for odd/even numbers ○ Math arrays - introducing multiplication as repeated addition ○ Graphing Mystery Doug votes (data analysis) ○ Working on doubling numbers for quick recall ○ Number talks ○ Using whiteboards/vertical surfaces ○ Open ended questions- Marion Small <ul style="list-style-type: none"> ● Working to connect Numeracy to real life skills through project based learning and problem solving ● Include more formative assessments ● Modeling of number sense 	<p>school.</p> <ul style="list-style-type: none"> ● District numeracy support person to assist with strategies around this – classroom observations will show this in action ●
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	<p>strategies that help students to build connections between concepts</p> <ul style="list-style-type: none"> ● Grade 6 girls were to redesign a small room in the school with the help of TRU in the spring of 2020. Postponed until 2021/2022. ● ZOOM staff meeting with Numeracy Coordinators on how to mark DNA ● 	
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SUCSESSES

- Strategies that were shared by the lead Numeracy teachers at staff meetings and various Pro D throughout the year were implemented in the classroom.
- Collaboration at Pro D days was also very successful.
- The teachers reported increased student engagement, risk-taking, equity, and inclusion. They saw students using and sharing a variety of strategies such as connecting numeracy to personal experiences, solving real-life problems, making numeracy processes visible, and connecting numeracy to literacy.
- Students demonstrated skills practice in the context of playing games, used more math language, and enjoyed interactive and hands-on activities.
- As a staff, we marked the Gr 3 and 6 DNA's in the fall and again in the spring.
- NFRA data illustrates that the average of our Aboriginal students are Independent and Fluent at a higher level than non Aboriginal.

CHALLENGES

- Teachers expressed students struggle with transferring mental math strategies into everyday math problems and students who often give up when faced with challenges.
- Teachers continue to make math more meaningful for all students and see a need for differentiating instruction and assessment.
- Students are lacking foundational skills such as number sense and problem solving.
- COVID related -students returned in the fall with learning gaps.

NEXT STEPS

If we create a professional learning plan that:

- Focuses on developing teacher strategies and relevant, engaging, carefully-scaffolded lesson plans and tasks that help our students develop resilience and grit

Then we will see:

- Teachers using numeracy strategies learned at Professional Learning sessions at a higher frequency
- Teachers using resilience strategies and developing tasks that engage all learners
- Students reporting improved confidence in numeracy on the Student Learning Survey
- Improved student performance on the DNA, FSA, NFRA, and classroom assessments.

Goal Two:

Goal Two: David Thompson Elementary students will show growth in their ability to solve problems in peaceful ways, persevere through challenges, and by positively contributing to an inclusive culture.



Related District Strategic Plan Goal

PRIORITY 1: Ensure each student acquires strong foundation skills and core competencies

- Growth in thinking, communication, and personal and social skills

PRIORITY 2: Connect each student to their interests and passions

- Students will experience personalized learning that helps them discover her interests and passions

- Students will be able to reflect on their learning and set goals for improvement
- Students will apply their learning to address problems relevant to their lives and communities

PRIORITY 4: Foster an inclusive, adaptable, and accountable district culture

- Staff will demonstrate their commitment to inclusive practices

PRIORITY 5: Honour the First Peoples Principles of Learning and Aboriginal worldviews and perspectives.

- Students will appreciate how cultural identity shapes worldview
- Students will experience learning through Aboriginal ways of knowing and doing.

Goal Rationale

We focused on sense of belonging this year as a Family of Schools. 2020/2021 was challenging as many of the activities that engage our students were not able to happen. Continuing to build self regulation skills and positive self managers are goals all teachers are supporting students with. Connecting to students personally, understanding their individuals strengths and needs, and creating lessons that are engaging, allow for choice, and encourage students passions and interests are what staff will strive for at DT.

Data Related to Goal/Evidence

- MyEd BC Conduct Report
- Student Learning Survey
- DEWRS

MyEd Conduct:

	2019/2020	2020/2021
Office referrals:	63	50
Number of students:	37	23
Percentage of students with referrals	15%	10%
Grade 7 Boys		
Total	26	19
Percentage of population	10%	8.3%
Number with office referrals	9	8
Percentage of students with referrals	24%	35%
Number of referrals	28	14
Percentage of referrals	44%	28%
Grade 2		
Total		29
Percentage of population		12.7%
Number with office referrals		8
Percentage of students with referrals		35%
Number of referrals		22
Percentage of referrals		44%
Aboriginal Students		
Total	36	29
Percentage of population	13%	12.7%
Aboriginal Students with office referrals	7	2
Percentage of Aboriginal students with referrals	17%	6.8%
Number of referrals	13	2
Percentage of office referrals	21%	4%

STUDENT LEARNING SURVEY

Grade 4's	2020	2021	
Sense of belonging	70%	66%	Many times or All of the time
Safe at school	70%	70%	Many times or All of the time
Bullied at school	70%	73%	Rarely or Never

Grade 7	2020	2021	
Sense of belonging	50%	31%	Many times or All of the time
Safe at school	75%	54%	Many times or All of the time
Bullied at school	65%	53%	Rarely or Never

DEWRS

Positive Belonging	09/2019	09/2020	04/2021
Grade 4	83%	85%	71%
Grade 5	65%	87%	72%
Grade 6	56%	67%	39%
Grade 7	59%	48%	40%

Interested and Motivated	09/2019	09/2020	04/2021
Grade 4	80%	67%	69%
Grade 5	87%	68%	79%
Grade 6	74%	67%	57%
Grade 7	59%	59%	44%

Effort	09/2019	09/2020	04/2021
Grade 4	90%	80%	83%
Grade 5	87%	95%	90%
Grade 6	90%	92%	68%
Grade 7	85%	71%	68%

Positive Teacher Relations	09/2019	09/2020	04/2021
Grade 4	88%	85%	81%
Grade 5	84%	86%	80%
Grade 6	80%	78%	74%
Grade 7	78%	80%	68%

Area of Focus	Strategies and Initiatives	Targets and Measures
<p>Personal Awareness and Responsibility:</p> <ol style="list-style-type: none"> 1. Self Determination 2. Self Regulation 3. Well Being/ Positive Connections 	<ul style="list-style-type: none"> ● PBIS initiatives and assemblies (2 virtual) ● Mind Up/Zones of Regulation ● WITS taught in all classrooms ● Supervisor Key Rings to reinforce positive choices and WITS ● DT Roar gotchas ● DT Positive office referrals ● Orange Shirt Day ● Pink Shirt Day ● PBIS announcements and reminders ● Explaining the core competencies and showing students the expectations ● Holding students accountable with Action Plans ● All classes participated in Inclusion Education guest speaker presentation ● Big Buddy/Little Buddy activities-only one cohort this year ● <i>(Lunchtime peer monitors in primary classes)</i> ● Increase in parent supervisors in the Intermediate wing ● Grade 6 girls were to redesign a small room in the school with the help of TRU in the spring of 2020. Postponed until 2021 ● Tier 2 and 3 supports <ul style="list-style-type: none"> ○ FBA/BIP ○ Check in/Check out ○ Teacher/Student positive connections ○ <i>(Big Brothers and Big Sisters Mentorship)</i> 	<ul style="list-style-type: none"> ● Staff & students using consistent PBIS language ● Students are motivated by positive school wide goals ● Behavioural data going to office regularly with streamlined system ● Student engagement/initiating positive self talk ● DEWRS 2x a year ● Student Learning Survey ● Overall reduction of students resorting to physical aggression rather than problem solving using WITS

SUCSESSES

- Staff have reported stronger relationships with students

- Fewer office referrals
 - Significant decrease with the Gr 7 boys
- Space for students to go when they feel they are escalating
- Use of LART and Sensory Room
- Aboriginal students ratio of office referrals and number of students being referred decreased compared to the rest of the student body
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CHALLENGES

- COVID 19 restrictions over had drastic effect as over an 18 month period:
 - students' sense of belonging to the school resulting in a decrease of 12% for current Grade 5's, 26% for current Grade 6's and 14% for current Grade 7's
 - 30% drop in motivation for both current Grade 6's and 7's
 - 19% and 22% decrease for effort for Grade 6's and 7's
- Lack of connection with no formal sports, decrease in leadership opportunities
- Grade 2 students need support

NEXT STEPS

If we create a professional learning plan that:

- Focuses on teachers' professional learning to promote conflict resolution, resiliency, and safe school culture

Then we will see:

- Teachers using resiliency strategies learned at Professional Learning sessions at a higher frequency
- Teachers using a variety of conflict resolution strategies with students
- Students reporting improved sense of safety at school, improved understanding of expected behaviours, improved connections to trusted adults, and improved ability to solve problems independently
- Continued decrease in office referrals for both Aboriginal and non Aboriginal students

DT's Timeline 2020/2021

Date	
September 2020	<ul style="list-style-type: none"> ● PBIS with school committee ● School Learning Plan review ● OECD Principles of Learning review ● Orange Shirt Day ● LART's attend Inclusive Education Day ● Raise a Reader ● Cross Country Runs ● River walks ● Fire Drills
October 2020	<ul style="list-style-type: none"> ● Aboriginal School Leaders ● The Great Shake Out ● Lockdown Drill ● DEWRS Survey ● DNA/Numeracy Coordinators Presentation at Zoom Staff Meeting ●
November 2020	<ul style="list-style-type: none"> ● Ab Ed Training ● Virtual Remembrance Day Assembly ● Gr 7 Remembrance Rocks Leadership Theme Day ● Leadership Theme Day ●
December 2019	<ul style="list-style-type: none"> ● Virtual Winter Assembly ● Leadership Theme Day ● Bernice Jensen - Storytelling/drumming ●
January 2021	<ul style="list-style-type: none"> ● Aboriginal School Leaders ● Leadership Theme Day ● Unplug and Play Literacy Week ● Virtual Book Fair
February 2021	<ul style="list-style-type: none"> ● Leadership Theme Day ● Pink Shirt Day ● PBIS Virtual Assembly ● Skating - 1 session per Division

<p>March 2021</p>	<ul style="list-style-type: none"> ● Leadership Theme Day ● Bernice Jensen - Storytelling/drumming ● Spring Break
<p>April 2021</p>	<ul style="list-style-type: none"> ● Day of Sucwentwecw ● Leadership Theme Day ● Jump Rope for Heart ● Waste Free Lunch Challenge ● Staff Theme days ● Bernice Jensen - Storytelling/drumming ● SPARK Sessions
<p>May 2021</p>	<ul style="list-style-type: none"> ● Leadership Theme Day ● Track and Field ● Science Centre ● Staff Theme days ● Fairy Tales Readers Theatre
<p>June 2021</p>	<ul style="list-style-type: none"> ● Leadership Theme Day ● Neighbourhood Walks/Hikes ● Strings and Recorder Virtual Assemblies ● Grade 7 ceremony ● Virtual Year-End Assembly ● Swimming ● Cohort Fun Day ● Every Child Matters Handprint Wall ● Staff Theme days

