

# 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
- \*224 students
- \*4 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 (on hold for 2020/21)
- \*Project based learning collaborations

## **EDUCATIONAL, CULTURAL AND SOCIAL OPPORTUNITIES**

- \*School leadership: playground pals (peer support program within cohorts this year), PBIS assemblies (over the PA this year), spirit days, school announcement monitors (on hold for 2020/21), lunch monitors (on hold for 2020/21), fundraising for social responsibility causes (Heart and Stroke, Food Bank)
- \*Field Trips: McQueen Lake, Adams River, Art Gallery (virtual), Big Little Science Center, Sun Peaks (on hold for 2020/21), Salmon Release (Pine Park), Learn to Fish BC, Dufferin Wetlands
- \*Sports: Volleyball, basketball, X-country running, Flag Football, Track and Field, Relay Fest (on hold for 2020/21)
- \*District Programs: Battle of the Books, Young Artist, Young Author, Science Fair, Heritage Fair, Salmonid Enhancement Program - (all programs mostly virtual this year)

\*Community Events: Staff/parent back to school barbeque (canceled for 2020/21), staff/parent lunch socials (canceled for 2020/21), Aboriginal year end luncheon, Volunteer Tea, fun fair (all canceled for 2020/21)

\*School Events: Terry Fox run, PBIS monthly themes, Christmas Concert (video version), February skipping for Heart and Stroke, Day of Suwentwecw (virtual), June Fun Day (outside activities in cohorts)

\*Aboriginal Activities: Family luncheon (canceled 2020/21), Girls/Boys groups, classroom lessons, Day of Suwentwecw (virtual)

## **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 (virtual this year) 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 in past years have invited parent feedback; as well, parent teacher interviews throughout the year have allowed for excellent communication (virtual this year).

## 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/cohort collaborations with new curriculum projects and joint presentations of learning to showcase what we know (picture/video this year)
- \*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, and social groups outside of the classroom, as well as collaborates with classroom teachers, focused on Aboriginal content
- \*Classrooms include Aboriginal content wherever possible and classroom teachers are versed in the First People's principles of learning
- \*Celebrations such as Day of Suwentwecw (virtual) and Aboriginal luncheon (canceled this year) 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

## **Special Education:**

\*A full time Learning Assistance/Resource Teacher (LART) and a 0.2 FTE LART provide varied support services to students, teachers and parents. In-class support with academic adaptations and recommendations, as well as out of classroom small and individual group support 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: Improve students' ability to analyze a number based problem so that 80% of our grade 4 students and 85% of our grade 7 students are proficient or extending when assessed on numerate tasks.**

**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.**

## 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.

## EVIDENCE - HISTORICAL DATA

On assessments such as the FSA's we were seeing results in Numeracy, lower than we had hoped and we were especially concerned with the lag that was beginning to show in students' abilities from primary to intermediate. (Grade 3-4).

We were also seeing that our boys and aboriginal students in grade 4, were having mixed success, with some years performing below and some years above or close to parity. Our grade 7 boys and aboriginal learners were struggling a bit more, though. As well, when we took a look at our special education learners ("masked" results due to low numbers) we saw that, although we had a few who were quite successful, we saw many who were not able to write or fell below the "on track" category.

### FSA data: % "On Track" or "Extending"

	2016/17				2017/18				2018/19				2019/20			
Grade 4	63				68				60				65			
	Boys	Girls	Ab.	SEd												

	78	42	Mask	Mask	63	78	67	Mask	50	71	75	Mask	71	58	63	Mask
<b>Grade 7</b>	78				76				80				67			
	Boys	Girls	Ab.	SEd	Boys	Girls	Ab.	SEd	Boys	Girls	Ab.	SEd	Boys	Girls	Ab.	SEd
	81	67	Mask	Mask	76	77	50	Mask	75	87	75	Mask	72	56	56	Mask

2019 was our first year participating in the District Numeracy Assessment. We were able to assess our students in the fall, but were unable to complete the follow up assessment in the spring, due to the suspension of in class learning. Data below reflects the fall assessment.

### District Numeracy Assessment Data (2019): % in each category

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<b>Emerging</b>	12	11	7	26	4
<b>Developing</b>	52	37	60	61	33
<b>Proficient</b>	24	30	33	9	46
<b>Extending</b>	12	22	0	4	17
<b>*Analyse</b>	(Pro) 8	(Pro) 8	(Pro) 20	(Pro) 18	(Pro) 38
	(Ext) 8	(Ext) 22	(Ext) 0	(Ext) 4	(Ext) 8
<b>*Communicate</b>	(Pro) 12	(Pro) 11	(Pro) 27	(Pro) 13	(Pro) 29

	(Ext) 20	(Ext) 19	(Ext) 0	(Ext) 0	(Ext) 17
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This initial data showed us that the numbers of students who were at the "proficient" and "extending" categories were lower than we were hoping and that most fell within the "developing" category.

When we took a more detailed look at the data, we noticed that our students were struggling with the "Analysis" area of the assessment. This was a bit of a shift in our thinking, as we had presumed that most of our students were struggling with number sense, based on some of our observations over the last two years. Although there are still some weaknesses with number sense, the data clearly showed that students could often solve the problem, but struggled to analyse the steps required to answer.

## CURRENT DATA

### FSA data: % Proficient or Extending in Numeracy

		2018/19		2019/20		2020/21* (Current Year)		2021/22	
<b>Grade 4</b>		60		65					
Ab	Non-Ab	75	60	63	65				
Males	Females	50	71	71	58				
<b>Grade 7</b>		80		67					
Ab	Non-Ab	75	80	56	67				

Males	Females	75	87	72	56				
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Current trends are a bit difficult to decipher this year, as remote learning and school interruptions may have impacted student performance. Once students were back in school, we saw steady re-growth in learning and stamina, but it was hard to determine influencing factors. Overall, we saw that our Aboriginal learners are approaching parity, or even above our non-Aboriginal learners, in one case. Our male students seemed to have variable success, sometimes outperforming our female students, but sometimes below. Although results were masked, we also saw continued lower results with our Special Ed learners.

### District Numeracy Assessment Data: % Proficient or Extending

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Fall 2019 Overall	36	52	33	13	63
Spring 2020					
Fall 2020* (Current Year) Overall	7	32	8	21	29
Analyzing	7	23	8	12	19
Spring 2021* (Current Year) Overall	14	43	38	30	32
Analyzing	11	38	8	13	10

This year, we were able to complete our baseline assessment in the Fall and follow up with a Spring assessment. This was super helpful, as we noticed a very evident decline in students' overall abilities on this assessment when compared to last Fall (2019). We especially noticed the decline in our younger learners and this correlated to us noticing limited participation for our younger learners during remote learning. As previously mentioned, school interruptions may have contributed to the general decline, but the Spring follow up was able to show excellent growth, as students settled into "in person" learning.

### ***District Numeracy Assessment: Higher Performing Groups***

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Non-Aboriginal	Aboriginal	Non-Aboriginal	Parity	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal
Females	Females	Males	Parity	Females	Females	Females	Females	Parity	Females

Unlike the FSA assessments where we saw variable performance from our Aboriginal and Male students, the District Numeracy Assessment showed very clear trends. Our Aboriginal students had tremendous success with this assessment and out performed our Non-Aboriginal students in almost every grade. Our female students showed very strong results also, and out performed our male students in almost every grade.

\*As we move forward, we will be looking into potential factors that may have contributed to the success of our Aboriginal students and ways to support our Male learners. Initial staff thoughts point to strong participation on the part of our Aboriginal learners in remote learning (less of a learning gap?) and strong family support for these learners. Anecdotal observations noted that our Male learners seemed to struggle more to complete number tasks with multiple steps, so supports in this area may be of benefit.

Goal	Strategies	Targets/Measures	Professional Monitoring
<p><b>Foundational Numeracy Skills</b></p> <p><i>We are looking to improve students' ability to analyze a number based problem so that 80% of our grade 4 students and 85% of our grade 7 students are proficient or extending when assessed on numerate tasks.</i></p>	<ul style="list-style-type: none"> <li>*All classrooms working on basic computation skills and number sense appropriate to grade level</li> <li>*Working to connect Math to real life skills through project based learning in Math</li> <li>*Include more formative assessments</li> <li>*Modeling of multi-step strategies that help students to analyze numerate tasks</li> <li>*Teacher Collaboration and Modeling</li> </ul>	<ul style="list-style-type: none"> <li>*All classrooms will dedicate a minimum of 45 minutes to basic skills every week</li> <li>*Classrooms will work to include 1 project (in class or cross class) per term</li> <li>*Teachers will "check in" at least once during each Math lesson and have students indicate learning (thumbs up/down, whiteboard answers, circle the emoticon)</li> <li>*All classes explicitly practicing breaking down Math tasks into clear steps</li> <li>*Aim for one collaboration/ modeling block per month</li> </ul>	<ul style="list-style-type: none"> <li>*Classroom schedules and observations show time built in</li> <li>*Presentations of Learning</li> <li>*District numeracy support person to assist with strategies around this - classroom observations will show this in action</li> <li>*Numeracy support person to continue to model lessons in our classrooms around this and debrief with staff</li> <li>*Admin will book into classes regularly as staff need to facilitate this</li> </ul>

**#2 Social Responsibility: Improve Students' ability to regulate emotions in many settings.**

**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 their thinking, communication and personal/social competencies.***

## **Rationale**

At Dufferin, our students seem to struggle with self regulation during unstructured times. This doesn't generally result in aggressive behaviours, but many conflicts/arguments arise during these times and students struggle to solve anything without adult interventions.

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 at various times throughout the school day. Many of our students struggle to maintain an emotional balance when they are faced with learning struggles, conflicts or general problems.

## **EVIDENCE - HISTORICAL DATA**

Data from the Student Learning Survey over the past few years showed that our students struggled with some stress around school, using strategies to solve problems and managing their mental health.

### **Student Learning Survey**

<b>Does school make you feel stressed or worried?</b>		
<b>(Sometimes or higher)</b>		
	<b>Grade 4</b>	<b>Grade 7</b>
<b>2017/18</b>	45%	62%
<b>2018/19</b>	34%	52%

**Are you learning how to solve problems in peaceful ways?**

**(Most of the time or all of the time)**

	Grade 4	Grade 7
2017/18	63%	55%
2018/19	74%	71%

**Are you learning to care for your mental health?  
(Most of the time or all of the time)**

	Grade 4	Grade 7
2017/18	53%	48%
2018/19	54%	32%

Data from the "Our School" Survey (DEWRS) showed that some of our students lack interest and motivation when compared to the Canadian norms.

**Students who are interested and motivated**

Dufferin	Overall	Aboriginal	Non-Aboriginal
	78 %	71 %	82 %
Canadian Norm	84 %		

As well, we are seeing a lag in students' sense of belonging which can impact social/emotional learning.

**Students with a positive sense of belonging**

Dufferin	Overall	Aboriginal	Non-Aboriginal
	85 %	64 %	90 %
Canadian Norm	87 %		

When we took a closer look at the data, we also saw that our aboriginal students felt less interested, motivated and connected when compared to non-aboriginal students.

## CURRENT DATA

### Student Learning Survey

Does school make you feel stressed or worried? (Sometimes or higher)		
	<i>Grade 4</i>	<i>Grade 7</i>
2019/20	20 %	52 %
2020/21		
Are you learning how to solve problems in peaceful ways?		

<b>(Most of the time or all of the time)</b>		
	<i>Grade 4</i>	<i>Grade 7</i>
2019/20	63 %	60 %
2020/21		

  

<b>Are you learning to care for your mental health?</b>		
<b>(Most of the time or all of the time)</b>		
	<i>Grade 4</i>	<i>Grade 7</i>
2019/20	48 %	52 %
2020/21		

Our current data shows that we are heading in the right direction in terms of supporting our students' social/emotional learning. Mind up, PBIS and direct teaching of SEL strategies (see strategy section) have resulted in fewer stressed students and initially some gains in how students solve problems and look after their mental health. This past year, however, we have seen a bit of a decline in use of strategies and awareness of mental health. This may be due to some learning interruptions and/or extra stress through the pandemic (school and family).

\*Attention and focus in this area will be paramount, as we move forward out of the pandemic, back to a more normalized world.

DEWRS Survey - 2019/20

**Students who are interested and motivated**

Dufferin	Overall	Aboriginal	Non-Aboriginal
	64 %	53 %	70%
Canadian Norm	88 %		

Students with a positive sense of belonging			
Dufferin	Overall	Aboriginal	Non-Aboriginal
	79 %	53 %	89 %
Canadian Norm	82 %		

Again, when we look at our DEWRS data, we see that our student fall below the Canadian norms in their interest, motivation and belonging. This is especially evident when we look at our Aboriginal students, who fall below our non-aboriginal students, substantially. \*Looking at building positive cultural connections and supporting/helping our indigenous students to feel a stronger sense of belonging will need to be a strong focus for next year. This decline, may in part, be due to limited time with an aboriginal education worker at Dufferin this year, so filling this role next year will be vital!

Goal	Strategies	Targets/Measures	Professional Monitoring
SR - Emotional Regulation	<ul style="list-style-type: none"> <li>*Mind Up program</li> <li>*Self Regulation - in class and out of class strategies/ tools</li> <li>*Focus on school wide consistent language around regulation - expected/ unexpected behaviours, emotional brain, dis-regulated/ regulated</li> </ul>	<ul style="list-style-type: none"> <li>*All classrooms including the Mind Up principles and self regulation strategies daily/ weekly</li> <li>*All staff using this language when discussing behaviours</li> </ul>	<ul style="list-style-type: none"> <li>*Professional development focused on Mind Up for classroom use and self regulation ideas - teachers and CEAs</li> <li>monitoring high needs students and bridging the gap between class and unstructured time</li> </ul>

	*PBIS focus on regulation during unstructured times	*Supervisors awarding points to students/groups who are playing in a settled way and solving problems peacefully	*"Outside Play" champion poster awarded each week based on points - PBIS committee monitoring gains
SR - Resilience	*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 as opposed to answering or solving for them	*Students engaged and comfortable with attempts to answer  *Teachers will outline these expectations as appropriate for age  *Our responses to questions will be encouraging of more resilience and attempts to solve - supportive and guiding but not answering	*Instructional Rounds to get support with our "problem of practice" (Resilience)  *We will observe more students persisting with a task before asking  *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

## GOAL PROGRESS AND SUMMARY

This year with our specific focus on Numeracy, we struggled a bit to get going with collaboration and modeling, as our initial focus was on our Social Emotional goal. After an extended period of vacation and remote learning, we focused on building back connection and routine with our learners, in a face to face setting. Our staff concentrated on explicit teaching/modeling of emotional regulation strategies and re-visited our PBIS matrix/expectations. As our students settled in, we turned our attention to our Numeracy goal again and got in some collaboration time (in cohorts this year) and hosted the district Numeracy support person in several classrooms. Our participation this year, in the District Numeracy Assessment both pretest and post test helped to build our base of data to support learning and formative

assessment. This helped us to further refine our numeracy goal, as we noticed that our students were struggling with multi-step problems.

The analysis of our data this year for our Social Responsibility goal, also pointed very strongly to the continued need to support our aboriginal and vulnerable learners. Connecting our aboriginal students to their learning, continuing to bring aboriginal ways of knowing into our daily practice and targeting supports for students who are struggling will hopefully help us to build equity for all learners. \*It must be noted, however, that we saw great gains in parity for our aboriginal learners this year when we looked at our Numeracy goal. We were a bit uncertain regarding the conditions for this success, so will be looking into this next year in order to build on this year's successes.

## 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 again 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 continue to grow our comfort level. A renewed focus on our PBIS matrix has been planned, with regulation as a continued focus for our students.

**\*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

**\*Please note that this timeline is a tentative one.**

September, 2021	-Start staff Collaboration and team teaching in Numeracy (on- going monthly)  - PBIS committee meet to refocus plans with a student	Goal Alignment:  Professional learning this year will focus on continuing to develop our competencies and confidence in Math with a specific focus on number sense and multi step problems as per our
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	regulation focus at the forefront	Numeracy Goal: <b>Improve students' ability to analyze a number based problem so that 80% of our grade 4 students and 85% of our grade 7 students are proficient or extending when assessed on numerate tasks.</b>
Fall, 2021	-Sharing "success stories" and "sticking points" at staff meetings  -revisit Mind Up bins/ strategies	
November, 2021	- Classes participating in the District Numeracy Assessment/ FSA's	
Winter, 2021/22	- Hosting District Numeracy Support Person x3 (if possible)	
April, 2022	- "Post Test" of DNA  -Student Learning Survey	
May, 2022	- Review of Numeracy and Social/ Emotional strategies and effects - Plan next steps and areas of continued need	