

Evelyn Dickson Elementary School

We are a Community of Learners that focuses on:

***Acceptance *Achievement * Respect * Responsibility * Pursuit of Excellence**

Updated – February 2024

- Honouring Diversity – our SOGI journey
- Satisfaction survey data – 2022-23
- CCR/RAD data – 2020-23 – updated to overall score / trend charts
- PM data – 2022-23 – updated to all attributes by using summary data in AMS
- Add engage workforce / create student success – commons room
- T-charts for literacy / numeracy action plans
- More space between years for ccr graph and change title
- Update SNAP – grade 3/5 data & trends

Upcoming additions:

- Math DNA data – formalize & graph.
- Current reality update – literacy / numeracy & social emotional
- Add details to each social emotional question

About Us

Evelyn Dickson is a K-6 elementary school set in an established neighbourhood on the south side of beautiful Vanderhoof B.C (British Columbia). Our staff of 26 proudly serve 185 k-6 learners in a modern building with access to several green spaces and trails and other unique learning spaces that enriches our student's learning. Evelyn Dickson Elementary (EDS) is proud and honoured to serve students on the traditional unceded lands of the Saik'uz First Nation.

We are fortunate to have a passionate and invested staff, PAC and community volunteers who want the best for each student attending EDS.

Vision

To align our goals with the districts strategic plan of:

- Honouring diversity
- Engaging our workforce
- Creating student success
- Enhance connections

Primary Literacy – Where have we come from and what happened?

Our Kindergarten data is demonstrating that we have a growing number of 'primary' students who are entering the school with smaller amounts of foundational skills in place. (letters, numbers & behaviours) As a result, our primary team has focussed on building these foundational skills with targeted interventions and teaching strategies. We implemented daily Haggerty lessons and used collaboration to check in with staff about our k-2 early intervention which is pulling small groups for targeted intervention.

As a result, our literacy data demonstrates 59% of students in grade 1-2 and 53% of grade 3 students are proficient / extending on all attributes based on Spring 2023 PM's. We need to increase our intensity as our goal is to have 80% of our students being proficient / extending.

What next

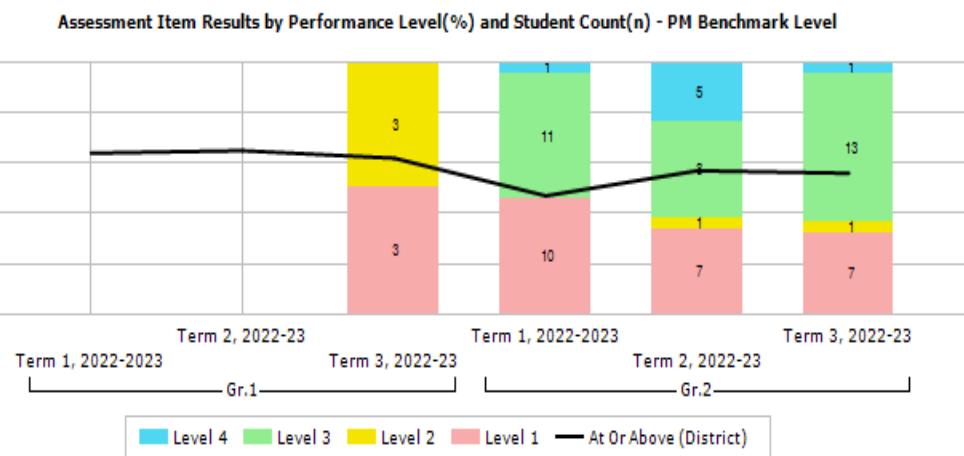
In our 2023-24 school year we have continued to use daily Haggerty lessons but have started to use our early intervention support worker, and LSW (Learning Support Workers) to help support targeted, small group instruction within the classroom, under the guidance of the teacher. We believe this will increase the intensity of our targeted classroom lessons and interventions which will allow us to make steps in reaching our goal.

Primary Literacy Goal: Daily Haggerty lessons and increase our targeted, in class instruction and intervention on student's phonemic, letter recognition and sight word skills.

Objective: 80% of our grade 1-3 students will be proficient / extending for grade level PM benchmarks by Spring of 2024.

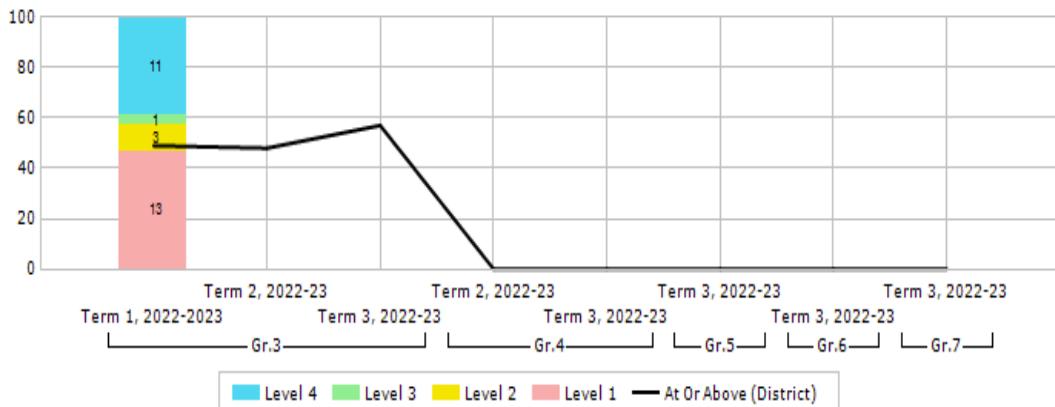
Data

Gr. 1-2 PM Data Trends All attributes	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
proficient / extend	62%	62%	52%	59%	



Gr.3 PM Data Trends Proficient / extend	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
	46% Term 1	59% Term 1	Not available	53% Term 1	

Assessment Item Results by Performance Level(%) and Student Count(n) - PM Benchmark Level



K-3 Action plan:	Strategies in two principal areas:	
	Classroom <ul style="list-style-type: none"> Targeted phonic lessons Sound / letter knowledge lessons & practice Daily embedded K-3 Haggerty lessons. Fluency – weekly scripts & monthly timings K/1 - Focussed letter fluency lessons Increase LSW support of in classroom, targeted lessons 	School <ul style="list-style-type: none"> Targeted early intervention for each of our K-2 classes Targeted ELL (English Language Learners) intervention Continue data collection and student assessment files for grade transitions
Resources	<ul style="list-style-type: none"> Haggerty – pre-k, kindergarten, primary, bridging the gap Animated Literacy Primary successful phonics 	<ul style="list-style-type: none"> Systematic sequential phonics

Intermediate - Where have we come from and what happened?

Our intermediate program (grade 4-6) reading data and trends is demonstrating a decline of proficient / extending learners when compared to our PM Benchmark data. As a result, our intermediate team has continued to target main ideas and details (being able to find the main idea & details) and then process their ideas onto paper.

Presently 26% of students in grade 3, 10% of grade 4 students, and 0% of our grade 5 & 6 students are proficient / extending on overall scores based on 2023 Spring RAD data. The trend is demonstrating that our students are struggling with literacy and below the district percentages for each grade. We need to increase our targeted classroom lessons along with our interventions in order to start seeing an upward trend of our proficient and extending learners.

What next?

In our 2023-24 school year we have continued to focus on main ideas and details and have added ‘pull out’ to help support targeted, small group instruction in finding (reading) the main idea and details and then processing their ideas onto paper. This time is also allowing students to be introduced to upcoming classroom units in Science. In late April, we will also use collaboration meetings to discuss the upcoming Cross Curricular Reading Assessment, discuss adjudication schedule (reader / scribe) and make sure we are completing the assessment in a familiar routine.

We will also use staff meetings and collaboration to bring our primary and intermediate teachers together to discuss our literacy data and look for ways to increase our present levels.

Intermediate Literacy Goal: Students will demonstrate grade level comprehension skills.

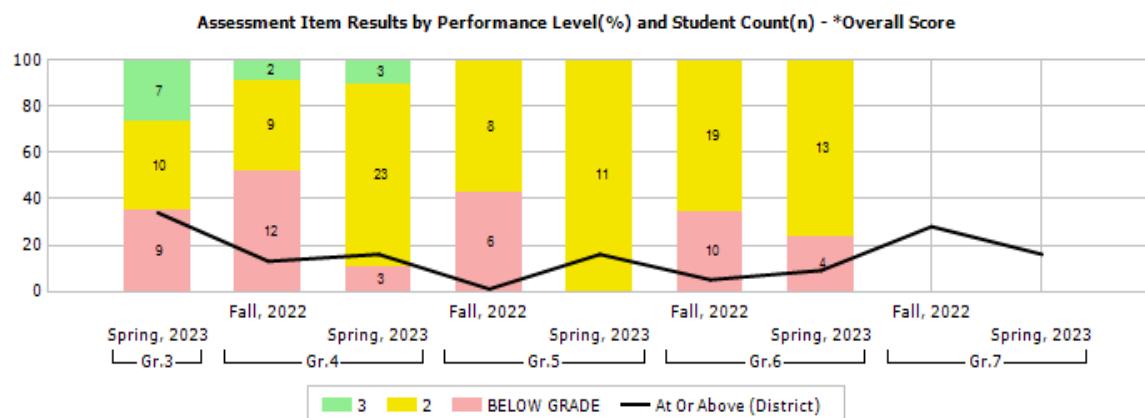
Objective: 80% of our grade 4-6 students will be proficient / extending expectations when given a piece of non-fiction text, students will identify (in writing) a main idea, and three supporting details, scored using a provided rubric.

Data (Cross Curricular Reading Assessment)

Used to be RAD (Reading Assessment Diagnostic)

CCR Overall score – Trends proficient / extend	Grade 3 Spring %	Grade 4 Spring %	Grade 5 Spring %	Grade 6 Spring %
2020	33	9	2	2
2021	33	9	2	2
2022	N/A	4	0	30
2023	26	10	0	0
2024				

2023 Fall / Spring Grade 3-6 RAD data



4-6 Action plan:	Strategies in two areas	
	<p>Classroom</p> <ul style="list-style-type: none"> • Role modeling, pair share practice on main ideas / details. • Find / write main idea & details for all other relevant subject work (social studies, science) • Regular student check-ins for comprehension, main idea & details. 	<p>School</p> <ul style="list-style-type: none"> • Targeted early intervention for each of our 4/5/6 classes. Pre-loading content. • Focussed literacy lessons / interventions on main ideas & details. • Increase frequency of collaboration between primary & intermediate teachers.
Resources	<ul style="list-style-type: none"> • Reading power • Non-fiction reading power • Smart learning • Powerful understanding 	<ul style="list-style-type: none"> • Haggerty Bridging the Gap • Fry sight words

Numeracy - Primary current reality

Students in the primary program are struggling with forming numerals correctly (backwards, teen numbers, not in order), number concepts/sense (what does a number mean) To track learning in this area, primary teachers will begin to use Math DNA (District Numeracy Assessment) (parts 1 & 2) for k – 3.

Primary Numeracy Goal: Increasing our student's number sense with a focus on grade-by-grade number sense curriculum. This focus will better prepare our students for higher level mathematical thinking in the intermediate grades.

Objective 80% of our primary students will be meeting expectations based off SNAP / number sense Math DNA data.

K-3 Action plan:	Strategies in two principal areas:	
	<p>Classroom</p> <ul style="list-style-type: none"> • Morning calendar, numeracy word problems • Use of manipulatives • Subitizing • Addition / subtraction strategies • Estimation 	<p>School</p> <ul style="list-style-type: none"> • Focussed numeracy collaboration • Implemented Math DNA Spring assessment for k-3 • Thinking classroom presentation in 5-6 & 3-4 classes & staff meetings • Rolling out 'thinking' problem of the week for k-6 students.
Resources	<ul style="list-style-type: none"> • Math start • Kim Sutton Materials & Games 	<ul style="list-style-type: none"> • Thinking classroom strategies

- Carole Fullerton Resources

Intermediate Current reality

Teachers notice that students struggle with basic numeracy skills. They are not proficient in foundational skills (mental math, counting on, adding/ subtracting multi-digit numbers, skip counting, ‘real world’ examples, etc.)

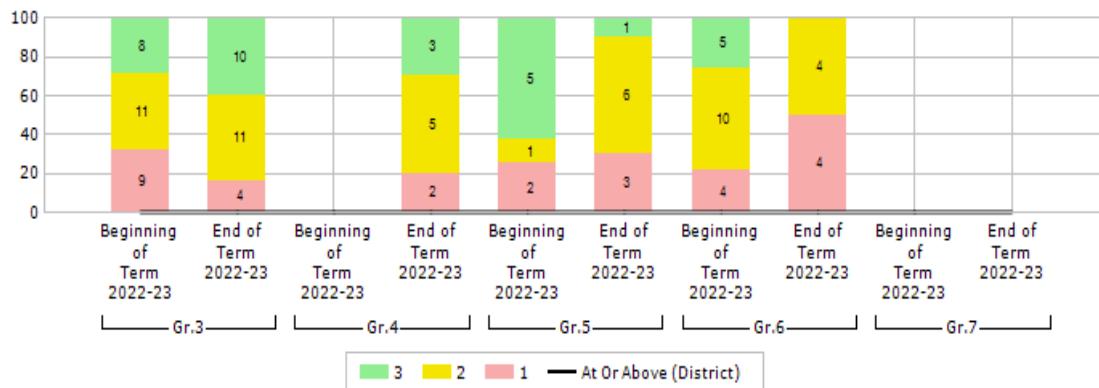
To track learning in this area, intermediate teachers will continue to use SNAP math, and re-started Math DNA Fall & Spring Assessments to track growth and to collaborate as a group on different strategies, challenges, and future areas of focus.

Intermediate Numeracy Goal: To develop student’s numeracy foundations in multiple ways, by focusing on computational fluency in addition, subtraction, multiplication, and division, depending on their grade level.

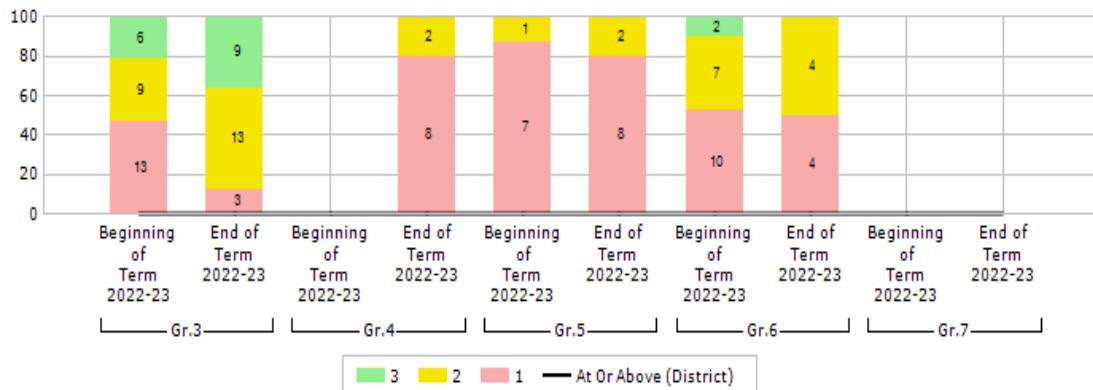
Objective: 80% of our intermediate students will be meeting expectations based off SNAP / Math DNA assessments.

Data

Assessment Item Results by Performance Level(%) and Student Count(n) - NS-CommunicatingRepresenting



Assessment Item Results by Performance Level(%) and Student Count(n) - NS-UnderstandingSolving

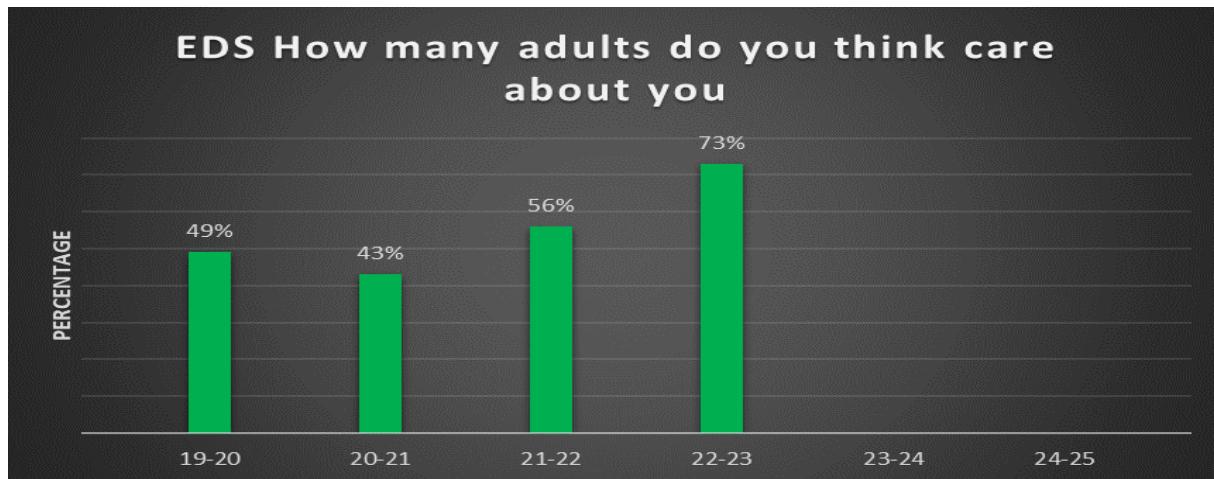


4-6 Action plan:	Strategies in two principal areas:	
	Classroom	School

	<ul style="list-style-type: none"> • Individual practice on small whiteboards • Group practice on stand-up whiteboards • Rotating groups – solve & check answer • Peer teaching • Math talks – introduce a variety of strategies - discuss & practice • Manipulatives • Reinforce / scaffold skills through games 	<ul style="list-style-type: none"> • Math DNA (part 1 & 2) Fall & Spring. • Focussed numeracy collaboration • Thinking classroom presentation in 5-6 & 3-4 classes • Implementing think classroom strategies to staff meetings • Rolling out ‘thinking’ problem of the week for k-6 students. Working with Roberta Toth • Adding thinking problems to our monthly assemblies
Resources		<ul style="list-style-type: none"> • Thinking classroom strategies

Social Emotional - Current reality

The question from the grade 4 learning survey ‘How many adults do you think care about you’ has been declining over the past few years and has been hovering around the 50% range for positive responses. In several school wide adult discussions, staff discussed the struggles of providing meaningful interactions between staff and a variety of classes throughout the school.



School inquiry goal:

After three years of stagnation, our data is demonstrating that our renewed focus on buddy groups, house team events and our monthly assemblies has increased our three-year average from 49% to 73% for the 2022-23 school year. We will continue to monitor our data and trends.

SEL :	School-wide strategies
--------------	-------------------------------

	<ul style="list-style-type: none"> • Monthly k-6 play is the way assemblies • Continue buddy groups throughout the school. • Continue house team events • Provide pictures of staff during satisfaction survey
Resources	<ul style="list-style-type: none"> • Play is the way

Living our District's Strategic Plan

Our SOGI journey

As a school community we wanted to expand our focus on inclusion and acceptance. Last year we were more transparent and purposeful with our Share the love day. We shared a SOGI inspired picture book with our school community during an assembly, which was well received. The book presented a male child that wanted to wear a dress, and with the love and acceptance of his dad he found comfort and acceptance in himself. We shared information on SOGI resources through our EDS newsletter and via our Facebook page, as well as with our PAC members. Kari (or SOGI rep) feels that we are starting to connect with our youth and school community in a more authentic and educational manner as she notices students and adults stopping and reading our SOGI bulletin board and not making as many negative comments about what they are reading. This is an improvement over the last few years. The bulletin board is updated regularly and shares information about Sexual Orientation and Gender Identity, has a yearly calendar of SOGI initiatives and days of celebration or remembrance, posters about Safe Space, a definition of identities some folks relate to and the various pronouns one might encounter, just to name a few. Five years ago, we would not of posted such material on our bulletin board. Last year a few students in our Gr 6 class wanted to paint rainbows in visible spaces and decided to paint each of the giant rocks located around our school grounds. These 4 rocks are very visible symbols of safety and acceptance. As a school we are starting to observe openness and small steps in relation to acceptance of all people. We will continue to promote relationship building and connection with others, linking this practice to inclusivity. Our doors are open for respectful discussion, and we will remain as transparent as possible.

Engaging our Workforce / Create Student Success

Learning Commons *Collaborate * Think * Design * Build * Test * Succeed

Our vision is to cultivate an exciting and inclusive learning space where students take the lead in exploring, creating, and collaborating. We want to empower students to discover their passions through hands-on experiences in Tinker, Robotics, Sensory, Art, Writing, Building, and Nature stations. This student-centered Learning Commons plan emphasizes autonomy, choice, and collaboration, fostering a sense of ownership among students and making the learning experience more personalized and meaningful.

In year one our goal was to co-create the Learning Commons layout with students to ensure it reflects their preferences. Establish flexible zones that can be adapted based on student interests and projects.

The next step was to leverage support from our PAC and use focused funds from our school budget to refurbish the area with appropriate, functional furniture and storage to create a comfortable and flexible learning environment.

In year two, with continued support from our PAC, our goal is to expand our resources that fit into our vision for this area. We are working towards this goal and are excited to announce that PAC recently donated \$1400 to expand our repertoire of resources.

School Plan - A Living Document

To gain insights and feedback the following groups have actively participated in the creation of this school growth plan:

- Teachers
- CUPE
- PAC meetings
- Saik'uz visits

Our school growth plan will be discussed and re-introduced at monthly staff meetings, included in PAC meeting agendas, and discussed at monthly Saik'uz meetings.

Contributors

The main goal and continued focus will be to include as many staff as possible, community and PAC members in the process and implementation of our school growth plan. Feedback has come from numerous staff; district staff and it is becoming a true community plan.

Appendix A

Grade 4- Social Emotional Learning Key Indicators

