

## **Evelyn Dickson Elementary School**

### **A Community of Learners**

**\*Acceptance / Achievement of all \* Respect \* Responsibility \* Pursuit of Excellence**

#### **About Us**

Evelyn Dickson is a K-6 elementary school set in an established neighbourhood on the south side of beautiful Vanderhoof B.C. Our staff of 26 proudly serve 185 k-6 learners in a modern building with access to several green spaces and trails that we take advantage of daily with seasonal activities that enrich our student's learning. We have a beautiful gym, large greenhouse and up to date computer lab that allows us to support learning in several ways. Our commons room is a unique learning area where learners are introduced to collaboration, designing, building, and testing.

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.

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#### **Vision**

To align our goals with the districts strategic plan of:

- Honour diversity
  - Engage our workforce
  - Create student success
  - Enhance connections
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#### **Current Context**

Our literacy data demonstrates that we have a growing number of 'primary' students who are not reaching proficiency in the key foundational skills as they enter the intermediate program. As a result, our primary / intermediate teams are focussing on building these foundational skills with targeted interventions and teaching strategies.

## Literacy

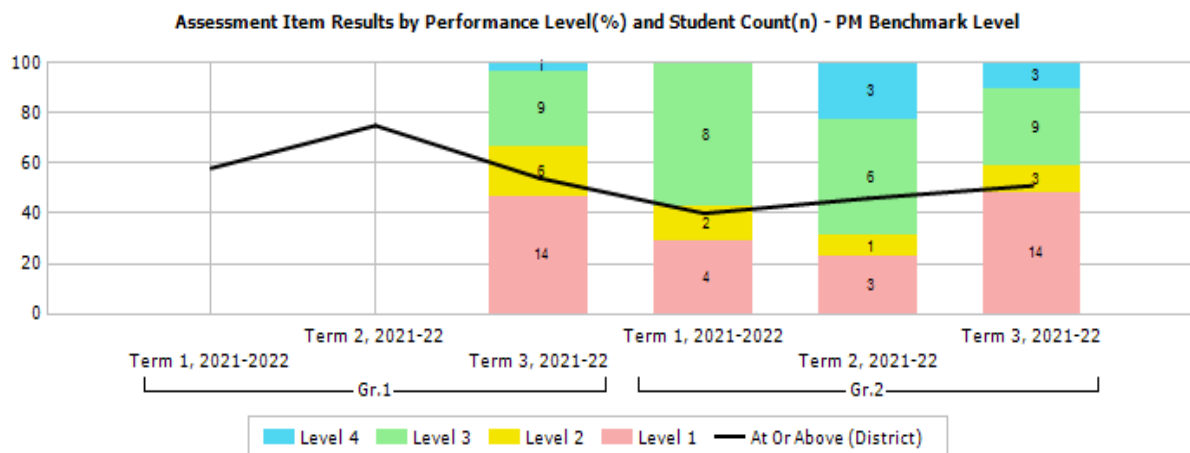
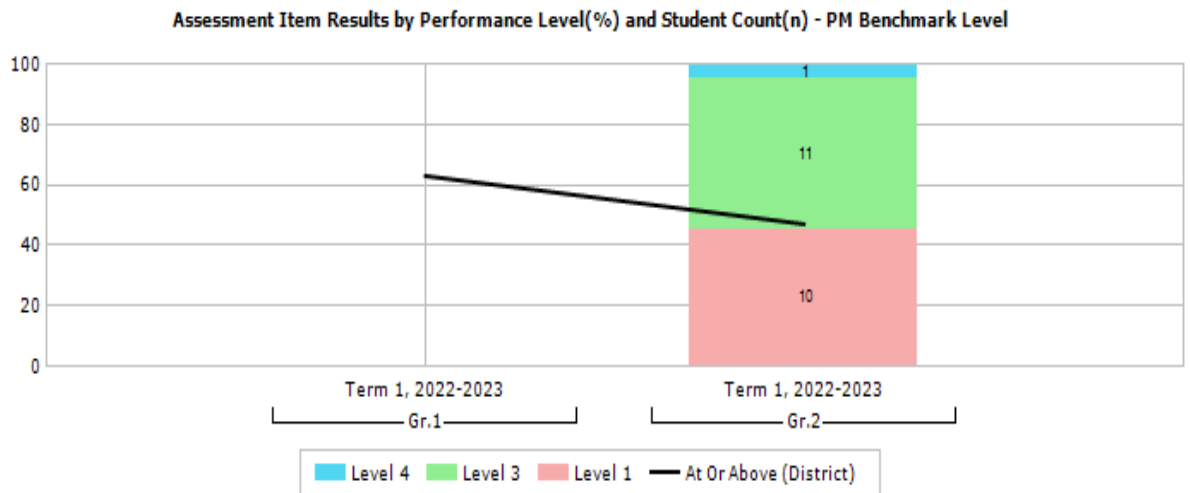
### Primary current reality

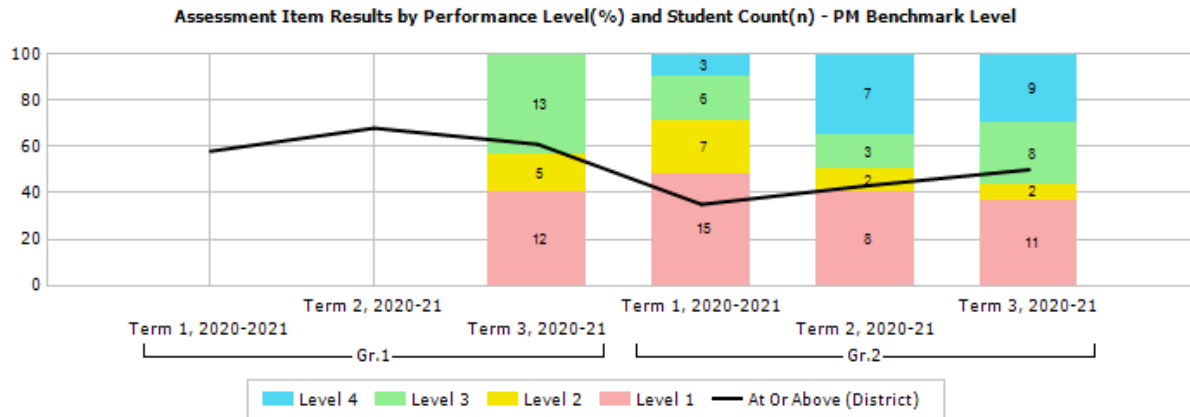
Presently 27% of students in grade 1-3 are meeting expectations on reading & comprehension based on Spring 2022 PM's. Many students are struggling with letter recognition, sight words, and our demonstrating low phonemic awareness.

**Primary Literacy Goal:** Increasing our student's phonemic, letter recognition and sight word skills as it will transfer into their ability to read at grade level.

**Objective:** 80% of our grade 1-3 students will be meeting expectations for grade level PM benchmarks by Spring of 2023.

### Data





## Action Plan

Focus on strategies in two key areas:

### Classroom

- Targeted phonic lessons
- Sound / letter knowledge lessons & practice
- Daily embedded K-3 Haggerty lessons. (10–15-minute lessons)
- Fluency – weekly scripts & monthly timings
- K/1 - Focussed letter fluency lessons

### School (K-3)

- Daily early literacy intervention.
- Targeted phonemic awareness intervention three times / week
- Targeted ELL (English Language Learning) intervention / vocabulary building, conversation skills, functional language
- Daily sight words practice / read aloud
- Streamline Spring data collection and student assessment files

### Resources

- Haggerty – pre-k, kindergarten, primary, bridging the gap
- Systematic sequential phonics
- Animated Literacy
- Alpha tales
- Primary successful phonics
- Systematic sequential phonics
- Successful Phonics by Jean Roberts
- Dawn Reithaug orchestrating success in reading
- Phonics plus level A, B, C
- Explode the code
- Sight Word Reading Fluency Passages and sentences by Christina DeCarbo and Lavinia Pop

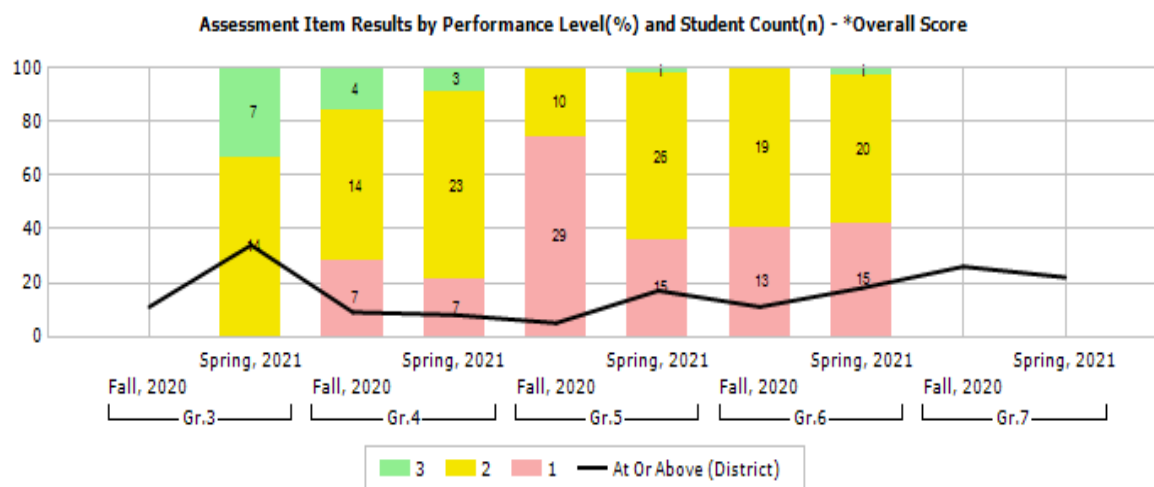
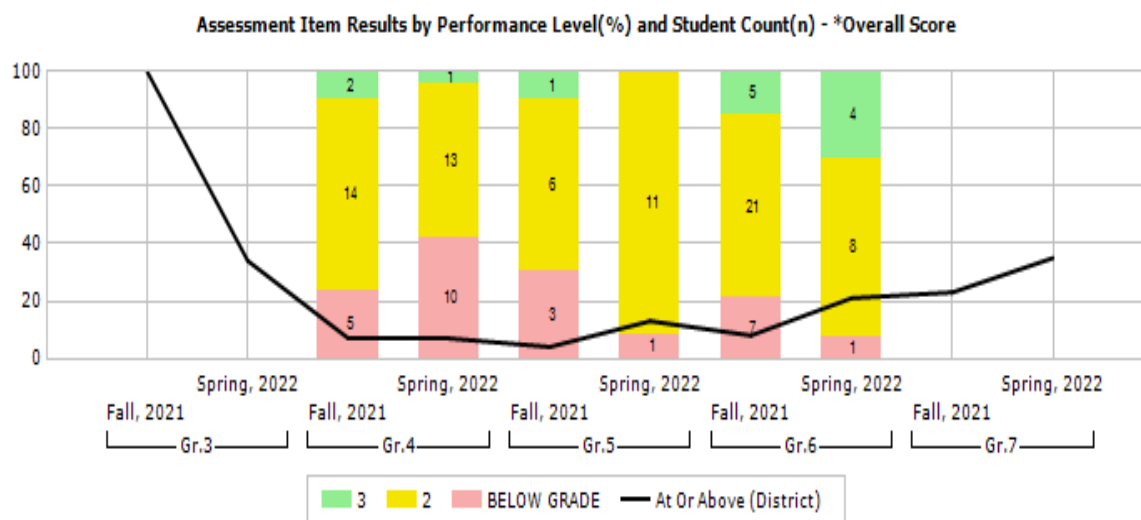
## Intermediate Current reality

A growing number of students struggle to focus on grade level learning outcomes. In relation to the RAD (Reading Assessment & Diagnostic) (Reading Assessment & Diagnostic), students are demonstrating that they can read the text, and seem to get the 'gist' of the passage but are unable to express their thoughts in written form.

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

**Objective:** 80% of our grade 4-6 students will be meeting / exceeding 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



## **Action Plan**

Focus on strategies in two key areas:

### **Classroom**

- 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. Show what you know

### **School**

- Weekly bridge the gap interventions

### **Resources**

- Haggerty Bridging the Gap
- Fry sight words
- Reading power
- Non-fiction reading power
- Smart learning
- Powerful understanding

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## **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.

## **Action Plan**

We will continue to focus on these areas:

### **Classroom**

- Morning calendar, numeracy word problems - teacher directed
- Use of manipulatives, counters, games, base 10 blocks and other hands-on resources
- Subitizing
- Addition / subtraction strategies
- Estimation

### **School**

- 4–6-week collaboration rotation to discuss & share how things are going from class to class, discuss what is working (data based) and what is the next step
- Start 2023 - K-3 Math DNA Spring test. K/1 will be an oral & one-on-one assessment.

### **Resources**

- Math Up
- Carole Fullerton Resources
- Manipulatives
- Math start
- Mathletics
- Math Fact Apps - practice with operations
- Kim Sutton Materials & Games
- Online Resources - songs, videos, and activities

## **Intermediate Current reality**

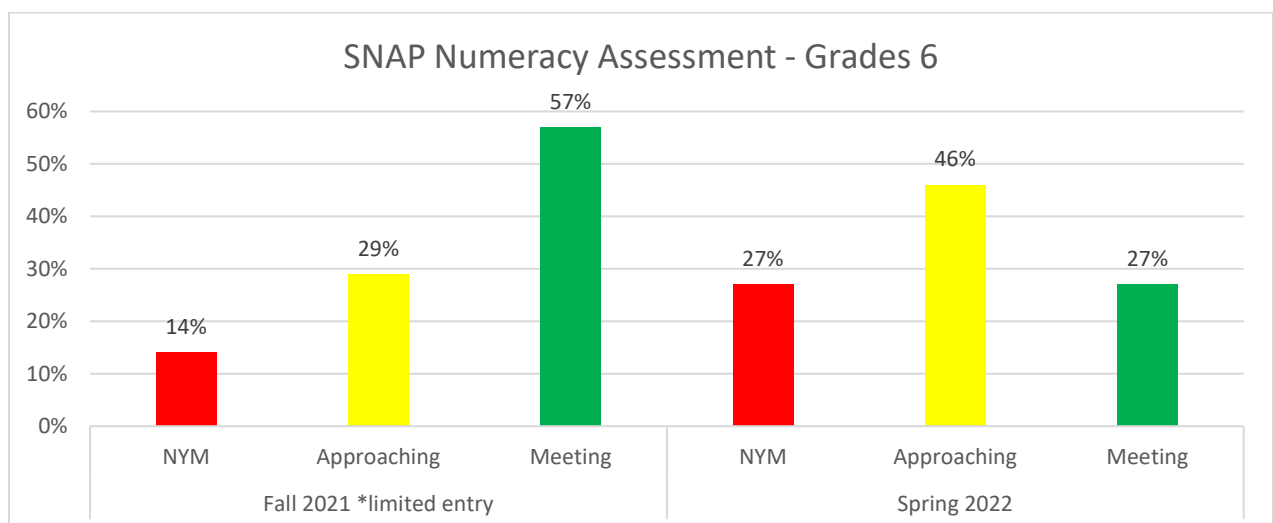
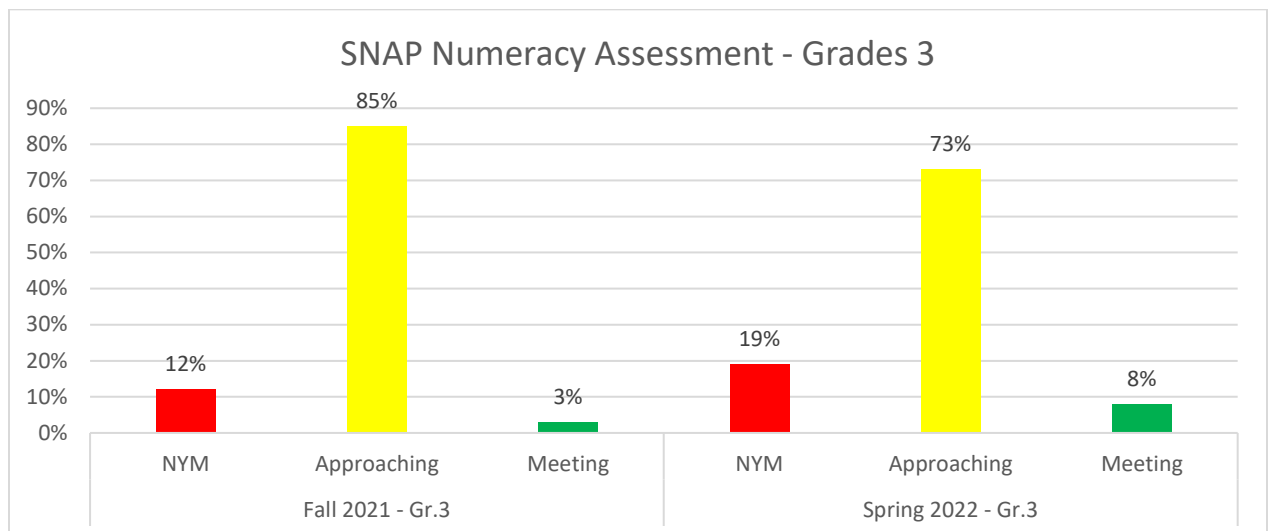
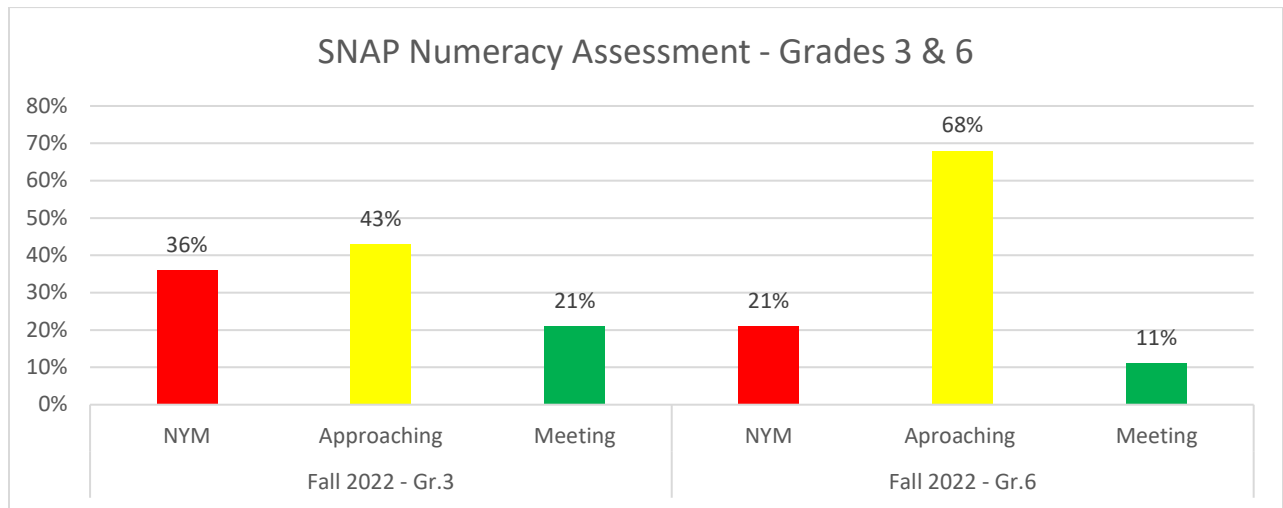
Teachers notice that students struggle with basic numeracy skills. They are not proficient in foundational skills (mental math, counting on, adding/ subtracting multi-digit numbers, skip counting, ‘real world’ examples, etc.)

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



## **Action Plan**

Focus on strategies in two key areas:

### **Classroom**

- 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 / games
- Scaffold new concepts through games
- Reinforce skills through games

### **School**

- Math DNA (part 1 & 2) Fall & Spring. Will start collecting data Fall 2022
- Snap math
- 4-6 week collaboration rotation to discuss & share how things are going from class to class, discuss what is working (data based) and what is the next step?

### **Resources**

- Math up
- Mathletics
- Task cards
- Math makes sense
- Jump math
- Math talks
- Multiply master

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## **Social Emotional**

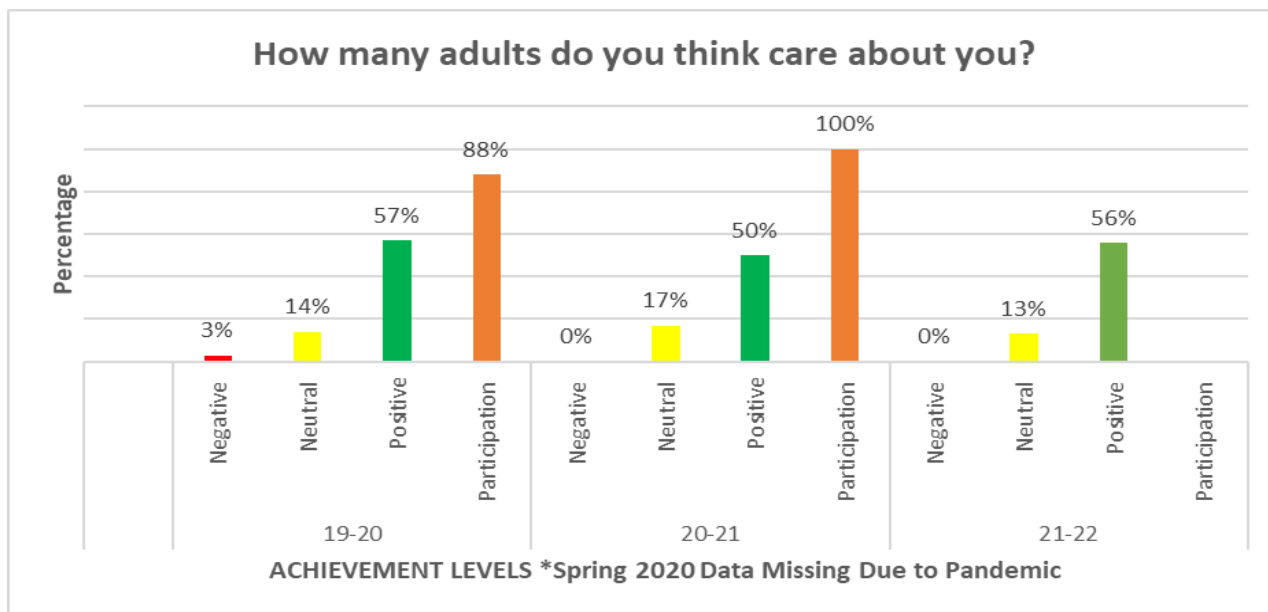
### **Current reality**

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:**

Will a renewed focus on creating classroom buddy groups, and increasing house team events allow students to build meaningful relationships with adults throughout the building?





### Action Plan

- Focussed monthly k-6 play is the way assemblies & daily play is the way morning announcements.
- Classrooms playing play is the way games connected to each monthly focus
- Building/creating classroom buddy groups throughout the school. Currently have eight classrooms involved in buddy groups. Use this time for ‘fun’ activities such as:
  - Gym games    - Hands on activities    - Outdoor activities    - Inquiry projects
- Provide opportunities for students to participate in team building house team events to foster adult / student & student / student relationships throughout our k-6 grades
- Create ‘get to your know staff’ informational bulletin board for students, parents, and other visitors. Will have picture, hometown, favourite hobbies, and fondest memory.
- To provide a context for students, pictures of staff will be provided for grade 4 students when completing the question ‘how many adults do you think care about you.’
- January & May school survey asking students how many adults care about them

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### EDS connections to Districts Strategic Plan

#### Honouring Diversity

As a school we started to make decision in the 2021-22 school year to connect acceptance to ‘Share the Love’ and SOGI. As a school community we want to make sure that these ideas are discussed year-round. To begin doing this, we have placed a beautiful wooden piece of art at our main entrance. It ‘We are all accepted at EDS.’ Students had an opportunity to add their own hearts to the board by placing red paint onto their thumbs and placing hearts onto the board.

This year, we have permanently placed a SOGI bulletin board into our hallway that displays important SOGI dates that connects back to our provincial K-6 curriculum. We hope to expand this bulletin board each year.

Lastly, we will be creating a K-6 sticker contest by asking our student to create a picture along with the words that state 'all are welcome at EDS.' The excellent details will be worked out at upcoming staff meetings.

### **Engaging our Workforce**

Spaces EDU allows students to upload work to a digital portfolio. Often these assignments are taught, but sometimes students post their own learning that happens outside of school, and a teacher can tag curricular competencies and then assess them. One of the strengths of this program is that a teacher can individually assess competencies. As a result, it allows a teacher to really focus on the curriculum and how it is reflected in the student's learning.

Spaces EDU also allows the teacher to differentiate more effectively. Students can show their proficiency in curriculum in a variety of ways based on their own needs and ability. They can also show their learning in written, visual, audio, or video form which allows for more assessment opportunities. Spaces EDU also incorporates a provincial proficiency scale to assess. This shifts the focus from scoring to their learning and presentation more holistically.

Spaces EDU provides me with all the data a teacher needs to inform their teaching and differentiate instruction. All the data that a principal or the district wants to examine, and use, is now at my fingertips in a way that is meaningful. It is easier for teachers to track their students' IEP goals- both curricular and core competency-based. Growth of each competency is easily displayed in the proficiency report. A teacher can see the proficiency level of an assignment and decide to move on or to reteach. Parents see it too and can login whenever they choose to view their child's progress. There are no surprises at report card time. The only downside is that it does not connect to provinces current reporting criteria.

### **Creating Student Success**

We are beginning to observe student success with their reading and writing. For example, one of our grade 4 parents has seen huge growth in their child's reading and writing ability. Their child has demonstrated a willingness to try new books that would have normally been too hard to read. Their child has also shown an interest in drafting their own stories. Their writing was almost impossible to interpret, has turned out to be stories that can be read and understood by others.

On another note, the school principal took part in a small group intervention with three grade 2 students. He noticed that the students were no longer guessing at sounds but taking their time to sound out letters and trying to spell the word correctly. They were also able to take feedback from the teacher which was simple repetition of the letters.sound. They were all excited and happy that they had skills to read and write words by sounding it out. There was a lot of laughter and showing off. .

### **Enhance Connections**

This year our daily morning announcements now incorporate six languages for welcome (good morning, hadih, bonjour, hola, mahraha and ni hao) These languages are being spoken at home and are a way for us to make all our students and community feel welcome. We also had a staff member create a beautifully painted mural that incorporates the six welcomes into a mural that is in our office.

Our morning announcements also include a land acknowledgement and our EDS letterhead also includes a land acknowledgement.

We have hung our residential school survivors' flag into our gym which has made a powerful addition to the other flags already there.

Lastly, we are starting to work with Saik'uz in creating a land acknowledgment mural in our main entrance. We are currently working with the nation in finding a local Saik'uz artist.

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### **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 Saik'uz meetings (every two months)

Collaboration time will also be dedicated to literacy / numeracy & social emotional goals.

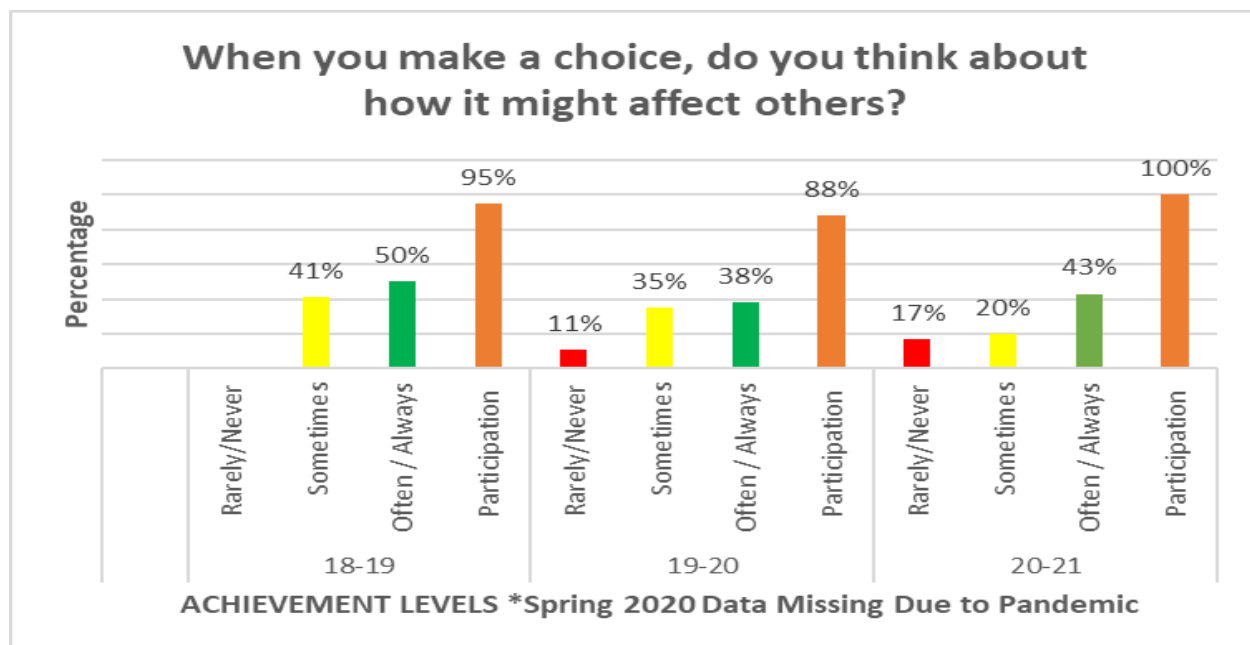
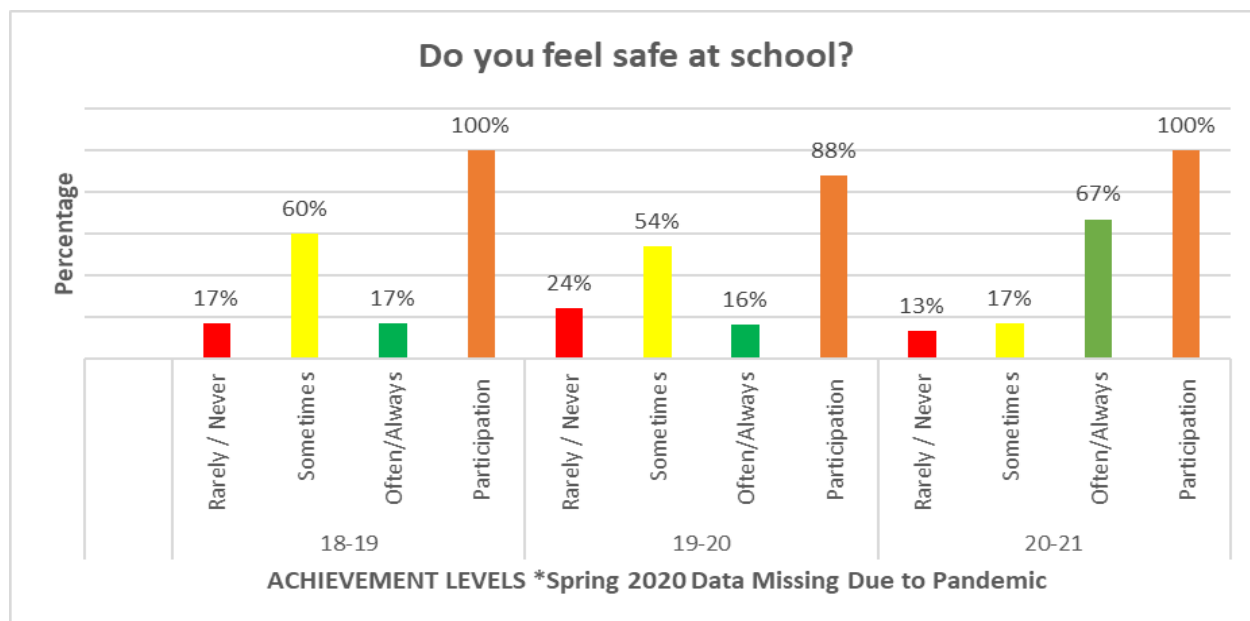
To keep the school growth plan relevant with our partners, we will use the newsletter and Facebook to provide details and updates.

### **Contributors**

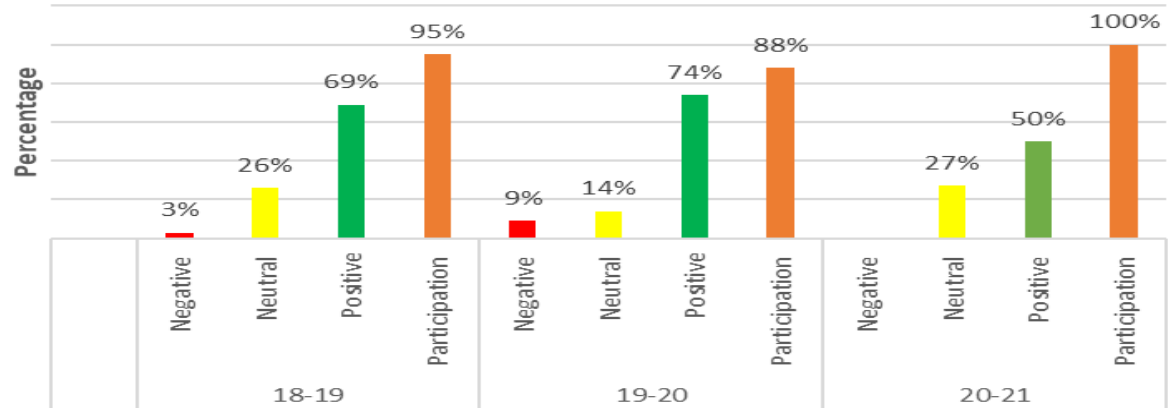
The main goal and continued focus will be to include as many staff as possible, community and PAC members in the process and implementation of our school growth plan. Feedback has come from numerous staff; district staff and it is becoming a true community plan.

## Appendix A

### Grade 4- Social Emotional Learning Key Indicators

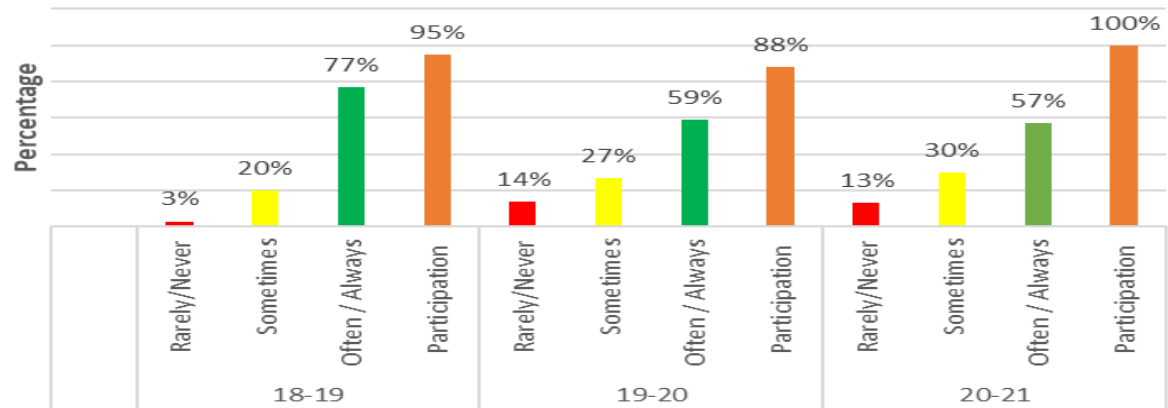


### Do you feel good about yourself?



ACHIEVEMENT LEVELS \*Spring 2020 Data Missing Due to Pandemic

### I am happy at school?



ACHIEVEMENT LEVELS \*Spring 2020 Data Missing Due to Pandemic