



Decker Lake Elementary School

Home of the Decker Lake Huskies

Honesty ~ Unique ~ Successful ~ Kind ~ Inclusive ~ Encouraging ~ Supportive

School Plan to Enhance Student Learning

OUR STORY

Situated on the ancestral and unceded land of the Wet'suwet'en First Nation, Decker Lake Elementary is a small, rural school located on Highway 16 west of Burns Lake. We are surrounded by a beautiful trail system for hiking, biking, and winter sports as well as a large, grassed area and a soccer field. We have two playgrounds, and a fort area. Our children enjoy exploring the trails in the forest and learning about the land.

Our 96 learners (K-7) and 18 staff are honoured to be working, playing, learning and unlearning on this beautiful traditional territory. The school serves a diverse student population with 44% of children that claim Indigenous ancestry and 12% of children with identified exceptional needs.

Our current school was constructed in 2002, but Decker Lake Elementary School has been an integral part of the local community since the early 1900's when the first schoolhouse was built. DLES thrives with the support of an outstanding school community. We stay closely connected to our local community by arranging local field trips and attending local events (the farm, Boer Mountain, Omineca Ski Club, Indigenous People's Day Parade).



Our Parent Advisory Committee (PAC) takes the lead in coordinating fundraising initiatives for the school. Their efforts have significantly contributed to financing playground equipment, sports equipment, field trips and incentives for learners at Christmas and at the end of the school year. The PAC hosts a hot lunch program every second Wednesday as well as events such as movie nights, dances and carnivals, all of which are open to the entire community.

Decker Lake Elementary shares in the School District #91 mission to achieve educational excellence in an environment that honours diversity and personalized learning.

Decker Lake Elementary shares in the School District #91 vision to develop learners to make positive contributions in our global community. Through engaging, nurturing, and personalized learning we strive to become life-long learners – socially, physically and academically.



Create Student Success ~ LITERACY

Literacy Goal:

Learners will demonstrate progress in literacy (writing, reading, comprehension) equivalent to at least one year of growth by the Spring PM Benchmark, CCR and the school wide write.

Research states that there is a reading and writing connection which means that the better a child can write, the better a child can read. Research also states that children who are reading at grade level by grade 3 have a higher chance of success in literacy and in school in general. We need to be very responsive with our reading and writing instructions.

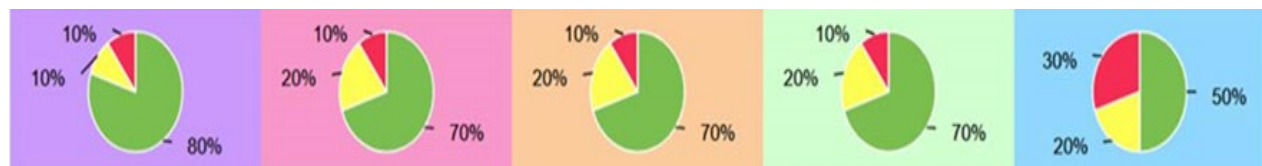
Kindergarten EYE-DA (Early Years Evaluation Direct Assessment):

Using play-based methods, trained assessors gather data in four key domains known to foster learning success. The EYE-DA provides 'leading indicator' information on each child's strengths or areas for further development early, to help schools and families support a positive transition to school.

District EYE-DA Data Fall 2024: n=152



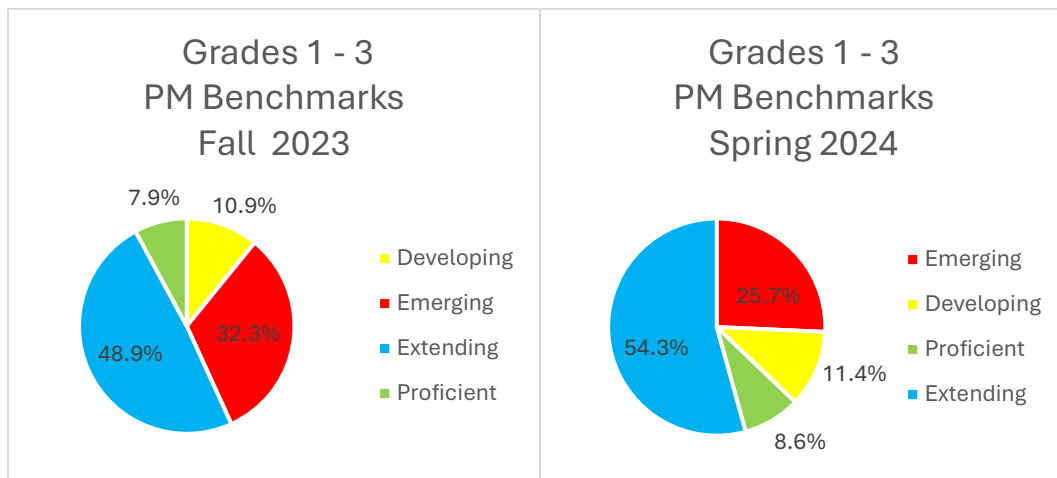
DLES EYE-DA Data Fall 2024: n=11



Grade 1-3 Reading Data (PM Benchmark Assessments):

n=34

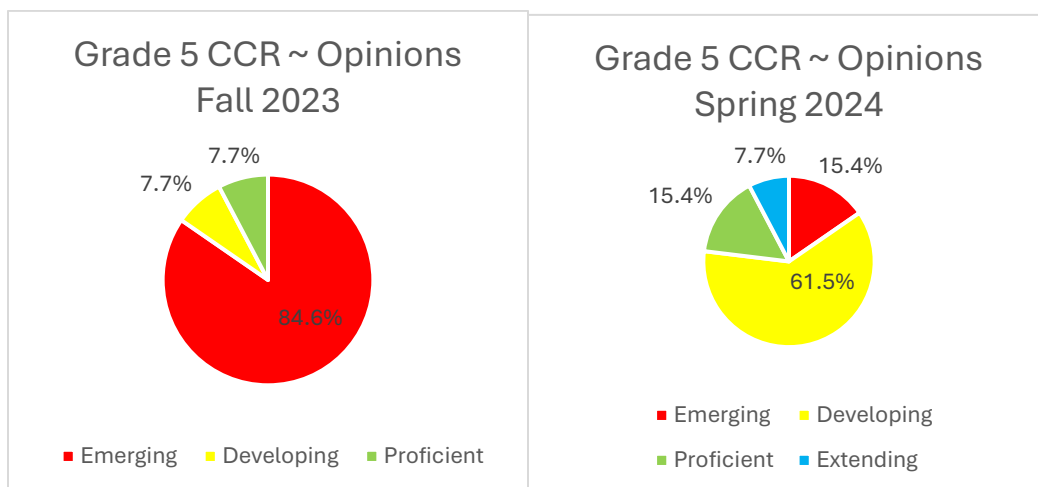
n=34



Grade 5 Cross Curricular Reading Assessment (CCR):

n=11

n=11



What does this data tell us?

Our PM Benchmark and CCR data both show us that learners are progressing in oral reading and comprehension, but both continue to be an area we must focus on throughout the school year. Learners should continue to progress in reading levels as the year progresses.



Ways to Support our Goal:

- Primary-aged children are engaged in *Joyful Literacy* activities, such as daily play-based literacy centers (to learn letter names/ sounds and sight words), choral reading to build fluency, and the Reading A-Z program.
- Some primary children participate in *Poem of the Week*, performing for classes and at assemblies.
- Programs like *Heggerty*, *Intensive Phonics*, and *Systematic Phonics* are being used to teach phonemic awareness.
- Learners in the primary grades have access to personal dictionaries for writing.
- District Learning Commons Teacher, Mrs. Trottier, leads a school-wide reading incentive program *Reading is Groovy* where students earn small prizes for reading at home.
- Learners in grades 3 - 5 are participating in *Structured Literacy Blitz* in small groups with 1:1 support.
- Classrooms are supplied with many books from different genres for reading pleasure.
- Intermediate classes participate in the *Words Their Way* spelling program.
- Intermediate teachers use the *Reading Power* program to teach learners a variety of reading strategies.
- Buddy reading (primary classes paired with intermediate classes) is scheduled weekly.
- The *Indigo Love of Reading* grant has provided many new books for our learners to enjoy.
- Primary teachers participated in a professional early learning opportunity with POPEY (Provincial Outreach Program for the Early Years).
- Learners participate in D.E.A.R. (*Drop Everything and Read*) and *Dress as Your Favourite Book Character Day* to promote reading for pleasure.

- In response to our data, we will continue to provide a phonetic-based approach in our primary classes. In our intermediate classes, we will continue to focus on reading comprehension and descriptive writing.



How Will We Know?

- *Early Years Evaluation Direct Assessment (EYE-DA)* administered in September and June will measure Kindergarten progress.
- *PM Benchmarks* are administered several times throughout the year to track learner progress in grades 1-4. Results are shared with parents/ guardians.
- Grade 5 learners are assessed using the *District Cross-Curricular Reading Assessment (CCR)* in September and May to measure progress.
- Primary teachers regularly monitor levels of proficiency in essential literacy skills using *Circle Charts* (letter names, sounds, blends, Dolch words).
- Learners participate in *School Wide Writes* in both October and May. Teachers use rubrics to assess, set their instructional plans and provide specific feedback to learners.

Create Student Success ~ NUMERACY

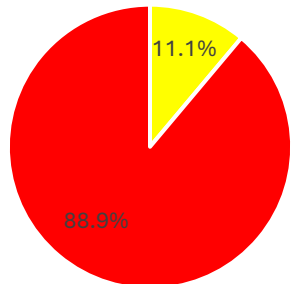
Numeracy Goal:

By Spring 2025, each learner will demonstrate progress in number sense equivalent to at least one year of growth.

We acknowledge that numeracy continues to be an area where we need to see growth. Based on our SNAP data from the fall, we recognize that *collecting and reflecting* is an area we need to improve upon.

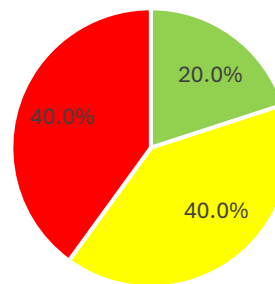
Grades 3 and 5 SNAP (Student Numeracy Assessment and Practice):
n= 10

Grade 3 SNAP Fall 2023
Connecting and Reflecting



■ Developing ■ Emerging

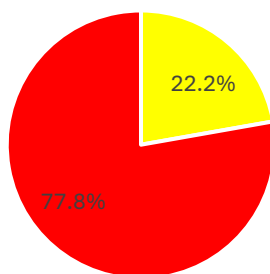
Grade 3 SNAP Spring 2024
Connecting and Reflecting



■ Proficient ■ Developing ■ Emerging

n= 12

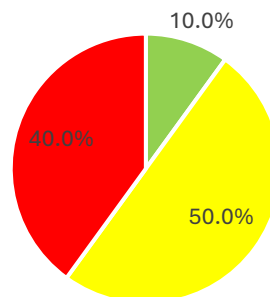
Grade 6 SNAP Fall 2023
Connecting and Reflecting



■ Developing ■ Emerging

n= 12

Grade 6 SNAP Spring 2024
Connecting and Reflecting



■ Proficient ■ Developing ■ Emerging

Ways to Support our Goal:

- Multiple divisions participate in an on-line math program called *Mathletics*.
- Targeted number sense instruction is delivered to K – 7 students.
- SNAP is being used in several classrooms throughout the year (grade 2-7) as a tool to reinforce and review number sense instruction.
- Staff deliver math intervention using the *Touch Math* and *JUMP Math* resources.

- Primary classes count school days and then celebrate the 100th day of school with a day full of math activities.
- Primary classes participate in daily calendar activities.
- Classes participate in math games throughout the school.
- Classes use manipulatives to support visual representations (Unifix cubes, number lines, ten frames).
- Learners engage in discussions about number sense and problem solving during daily math lessons.



Data from SNAP (Student Numeracy Assessment & Practice) will set our instructional plans and provide specific feedback for our learners.

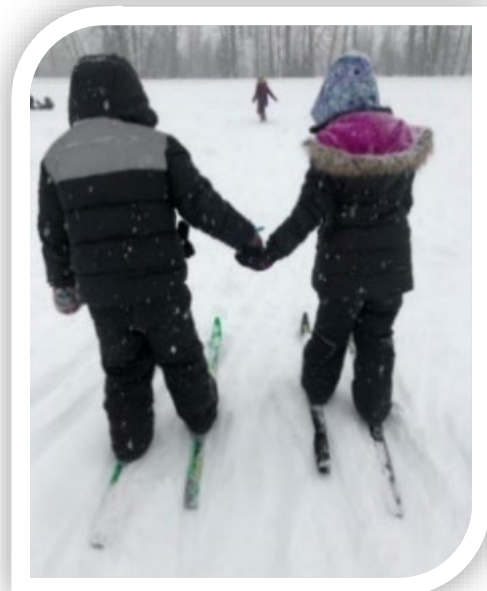
Create Student Success ~ SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning Goals:

Learners will develop strategies to help improve their mental health and personal well-being. We will establish a positive, caring and kind school culture so our learners feel connected to each other, to our staff and our school community.

Ways to Support our Goals:

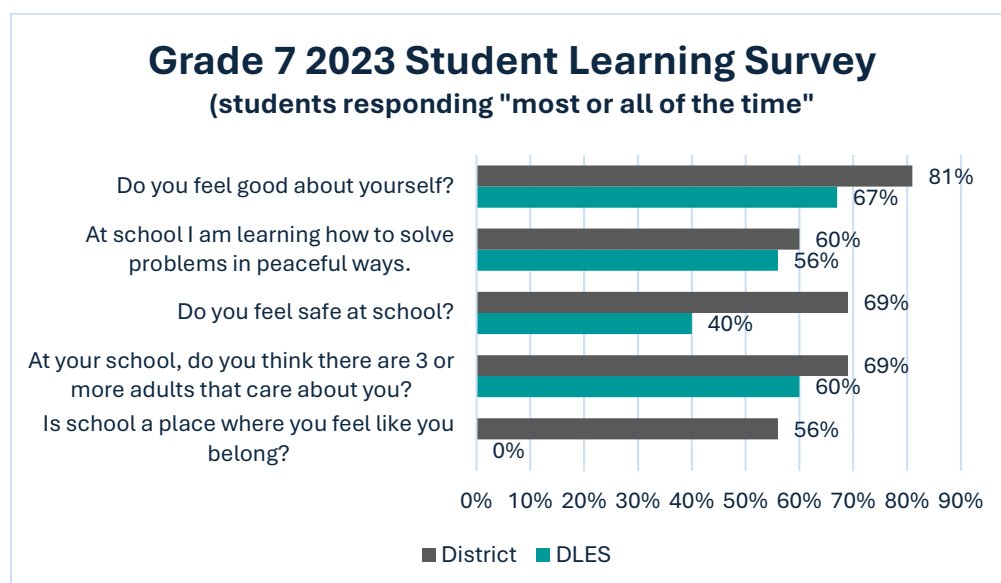
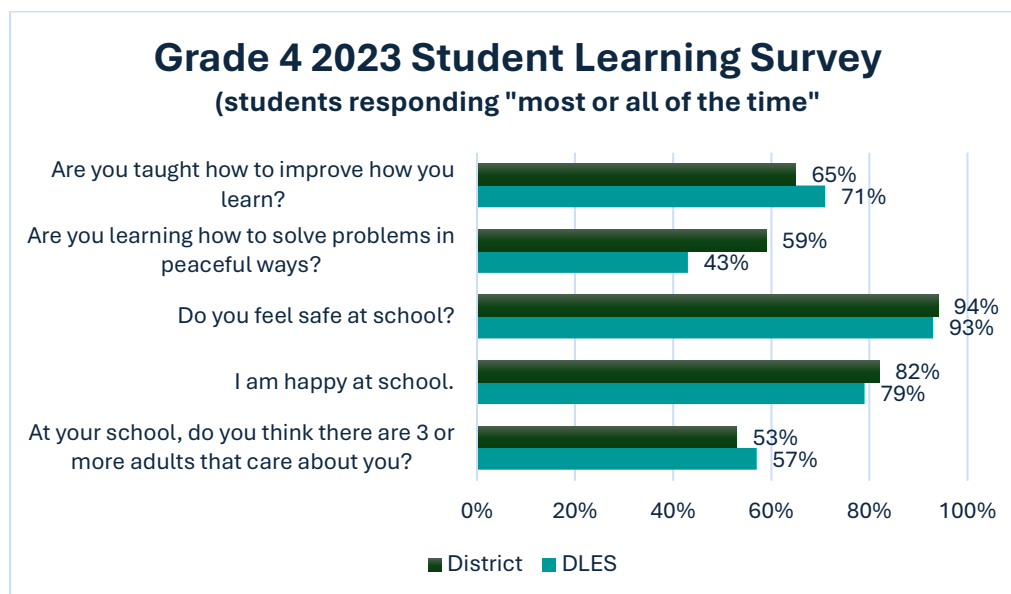
- Classes participate in a variety of programs that focus on emotion-regulation, self-control, and problem-solving (SNAP, WITS, Zones of Regulation, bucket filling).
- Some learners participate in *soft starts* where they may begin their day with a caring adult and a snack.
- Learners have access to our sensory room which includes various equipment for self-regulation and provides a break to regulate and be ready to learn.
- Intermediate classes participate in *Learning Commons Leaders* with Mrs. Trottier.
- Student check-ins, daily mental health check-ins, and class meetings occur regularly.
- Learners participate in monthly assemblies to come together to establish a positive, kind and caring school culture.
- Learners participate in *School Spirit Days* where they can collect points for their team.
- A district counselor visits our school twice a week and provides emotional and social support to learners one-on-one, or in small groups.
- Staff work closely with Carrier Sekani Family Services to ensure children/ families can access needed supports.
- Learners participate in classroom activities to support SOGI initiatives (Share the Love Day).



How Will We Know?

- We will meet regularly as a school-based team to monitor our learners.
- Through the school-wide incorporation of house teams, grade 4-7 learners will increase their sense of belonging to a level that is comparable to that of the district as measured by the Student Learning Survey.
- Throughout the year we will set goals and reflect upon the district's self-assessments for the core competencies (communication, creative/ critical thinking, social responsibility).

Every year students in grades 4 and 7 complete an online survey.



Our data shows us that we should continue direct and explicit teaching of social responsibility.

HONOURING DIVERSITY

Carrier Culture and Language for all K-7 Huskies

Decker Lake Elementary School is located on the traditional lands of the Wet'suwet'en First Nation. Learning about the language and culture of the Carrier people is an important part of our learning journey at DLES. We are very fortunate to have a Carrier language and culture teacher at our school, as well as an Indigenous Education support worker.



- Mr. Jordan Williams is our Carrier Culture and Language teacher.
- Mrs. Brenda Payne is our Indigenous Education support worker.
- Once a week, classes have a scheduled time with Mr. Williams to learn from the Nedut'en IRP about language and culture.
- We strive to Indigenize and decolonize as we include Indigenous ways of learning and doing at our school.
- We are embedding Indigenous content into our classroom support, activities and literature.
- Morning announcements include a welcome to the ancestral and unceded territory of the Wet'suwet'en First Nation at the beginning of each week.
- Morning announcements include a greeting in English and Carrier.
- We honour important days such as *National Day for Truth and Reconciliation*, *National Indigenous People's Day*, *National Day of Awareness for Murdered, Missing Indigenous Women* (Red Dress Day), and the *Moosehide Campaign*.
- Mrs. Payne, our Indigenous Education worker and other staff members connect regularly with Indigenous families.
- Mrs. Payne connects daily with children of Indigenous ancestry.
- Once a month, a Wet'suwet'en First Nation's outreach worker visits our school to meet with Indigenous children and treat them to a special lunch.
- Staff attended the district planning day in September – *Good Ancestors*.
- Several classes participate in *Lahal* in Social Studies.
- Spirit North, an organization dedicated to empowering Indigenous children in sport and play, host a variety of hands-on engaging activities at DLES (trail clearing, shelter building, identification of plant species, tree planting).

ENHANCING CONNECTIONS

- DLES hosts an *Open House* during the second week of school for families to come into the school, meet our staff and view our beautiful building.
- We host monthly *assemblies* to come together as one and build connections with each other.
- DLES receives regular visits from the local RCMP to build connections with learners.
- We host *Reading Buddies* between classes to build connections.
- We host the Jr NBA practices twice a week for children throughout the local area.
- DLES, through the *District Food Program*, provides all children with a grab-and-go breakfast each morning. It is a chance for our children to grab a nutritious breakfast as well as gather and build connections with others.
- Intermediate classes participate in *recycling and composting*.
- DLES maintains an *Instagram* account to demonstrate evidence of learning and belonging (dles_huskies)
- We host an *Indoor Sports Meet* and a *Sports Day* where house teams compete against each other.
- We announce birthdays on morning announcements as well as school news, reflections about the core competencies and safety concerns on the playground.
- The PAC organizes *spirit wear* for staff and children.
- Grade three learners take turns supervising and monitoring the kindergarten learners during outside playtimes.
- We communicate regularly with our school community through newsletters and social media.
- Our school hosts a Christmas concert, and we invite family and community members to attend.
- At the end of each term, our school community gathers in the gym to watch a much-anticipated *slide show* highlighting school life over the term. Pictures of all learners and staff members are included in each slide show.
- Intermediate learners participate in the *Science Fair* (school and district level)
- DLES hosts an Art Show in June for all learners to display their art projects.



ENGAGING OUR WORKFORCE

We have a dedicated and experienced staff at our school. Each member of our school team contributes positively to our school culture and works hard to support student learning.

- Ms. England hosts the SD 91 carpentry trailer in the spring.
- Mrs. Trottier hosts the annual *Book Fair* for our school community.
- Ms. England's class participates in the *Salmon project* through Fisheries and Oceans.
- Staff participate in a weekly *Friday Soup Day* to come together, share lunch and build connections.
- Our Occupational Health and Safety committee puts small appreciation gifts in mailboxes during the month of December to brighten spirits.
- We host a Christmas gathering for staff to come together to build stronger relationships.
- Mrs. Shelford-Schneider hosts a *Welcome to Kindergarten* event in the spring.
- Mrs. Benoit and Miss England coach volleyball and basketball with the intermediate classes.
- Mrs. Benoit and Miss England took their classes to Barkerville last spring to learn about early goldmining in BC.
- Intermediate classes participate in baking and cooking with Mrs. Payne.
- All staff participate in hosting an Open House, the Terry Fox Run, a Christmas concert, an *Indoor Sports Meet*, an Art Show and *Sports Day*.



ATTENDANCE

Quality classroom instruction paired with timely interventions can only narrow the achievement gap if students are attending school on a regular basis.

Here is a snapshot of student attendance from September 2023 to June 2024 at our school:

Summary of Absences	Percentage of K-7 Learners
10 days or less	1 %
Between 11 – 20 days	33 %
Between 21 – 30 days	27 %
31 or more days	39 %

To encourage better attendance, staff make regular phone calls home to encourage families to send children to school when they can.



Our Enhanced Learning Plan outlines how our goals will be supported and how we will measure our progress. Our plan is a living document that will be updated regularly throughout the school year.