



**School District No.91 (Nechako Lakes)**

# **School Plan to Enhance Student Learning**

Decker Lake Elementary School

## Decker Lake Elementary School Plan to Enhance Student Learning

**2021/2022**

Decker Lake Elementary School is *Home of the Huskies*. We are a rural, elementary school of 118 learners, K – 7.

The school serves a diverse student population with 40% of children that claim Aboriginal ancestry and 11% of children with identified exceptional needs.

A member of our school team checks in regularly with children in care and K – 7 Indigenous learners.

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### District Goal: Create Student Success

#### SECTION 1: LITERACY

##### School Literacy Goal:

By Spring 2024, all students will be minimally or fully meeting expectations as measured by the Spring PM Benchmark and RAD. This goal will span across several years because it will take a concerted effort to close the achievement gap that has widened since the onset of the pandemic.

##### Literacy Strategies:

- ✓ Primary-aged children are engaged in Joyful Literacy activities, such as play-based literacy centers; Poem of the Week choral reading to build fluency; and guided reading.
- ✓ Classroom teachers monitor regularly primary students' level of mastery of essential literacy skills using Circle Charts™.
- ✓ District Learning Commons Teacher, Mrs. Trottier, leads a school-wide reading incentive program, "Becoming a Reading Star" where students earn small prizes for reading at home.

- ✓ Some intermediate teachers use the program, *Reading Power*, to teach students a variety of reading strategies.
- ✓ Buddy reading (primary and intermediate cohort) is scheduled weekly.

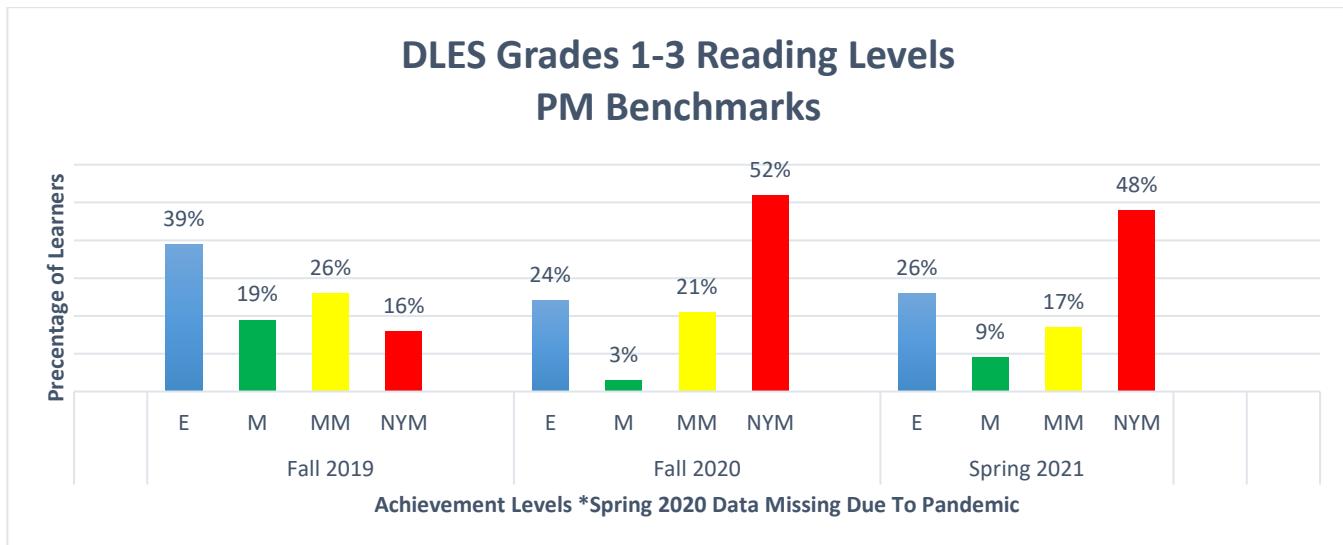


## Current Reality - Literacy:

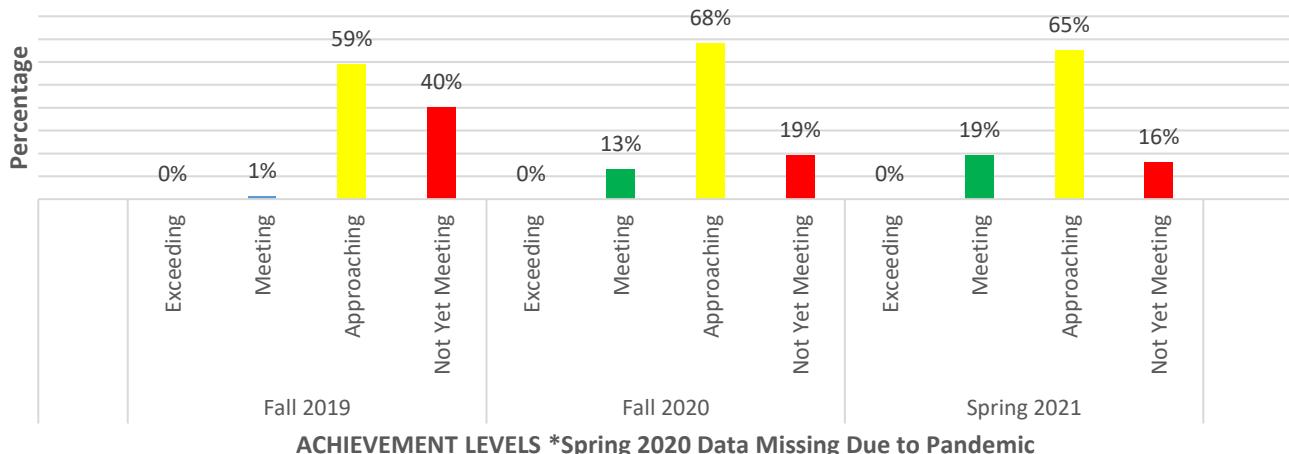
In the Spring of 2020, in-class learning was suspended due to a pandemic. When students returned to school in September 2020, we assessed their reading levels and noted that significant reading losses had occurred across the grades, particularly in the primary grades.

The impact of the pandemic continues to negatively affect the success rates of learners.

Here are the literacy data sets from Spring 2021:



## DLES Grades 4-7 Reading RAD



## District Goal: Create Student Success

### SECTION 2: NUMERACY

#### School Numeracy Goal:

By Spring 2024, grade 3 and 6 students will be minimally or fully meeting in number sense as measured by the Numeracy DNA. This is a multi-year focus because we recognize the importance of the number sense strand in the overall development of numerate learners.

#### Number Sense Strategies:

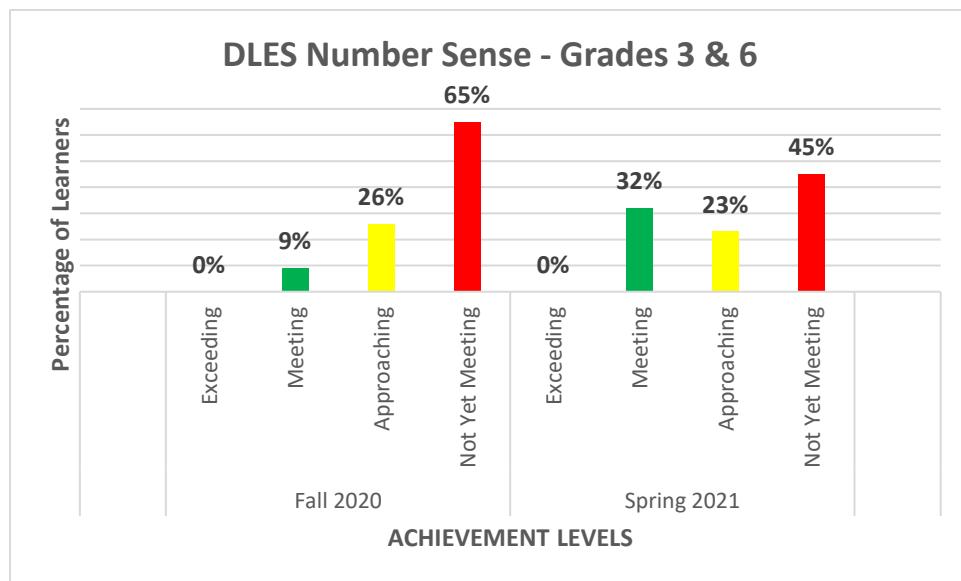
- ✓ Collaborative marking of the fall 2021 and spring 2022 SNAP (Student Numeracy Assessment & Practice).



- ✓ Multiple divisions participate in the on-line math program called Mathletics.
- ✓ Targeted number sense instruction delivered to K – 7 students.
- ✓ Teacher commitment to administer in the Spring Grade 2-7 **Number Sense** section of the DNA to determine the trajectory of student progress in number sense.
- ✓ Classroom teachers deliver Numeracy SNAP lessons to support number sense development.
- ✓ Staff deliver math intervention using the Touch Math resource.
- ✓ Two classroom teachers are using the Math Up resource.

## Current Reality - Numeracy:

To align the data with our school goal, here is a snapshot of the Number Sense data set for grades 3 and 6:



## District Goal: Create Student Success

### SECTION 3: SOCIAL-EMOTIONAL LEARNING (SEL)

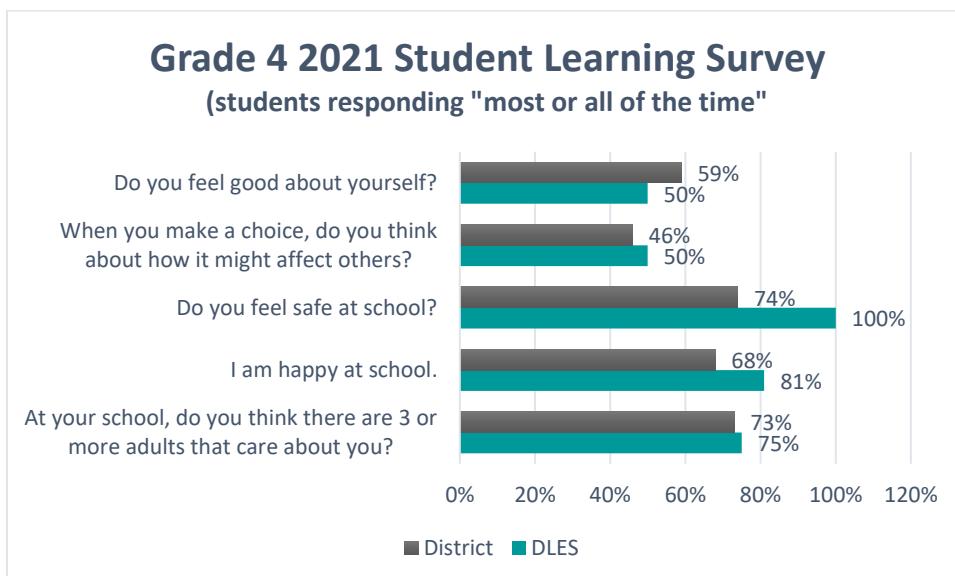
#### School Social-Emotional Learning (SEL) Goal:

Through the school-wide incorporation of house teams, grade 4 + 7 students will increase their sense of belonging to a level that is comparable to that of the district as measured by the 2021/22 Student Learning Survey.

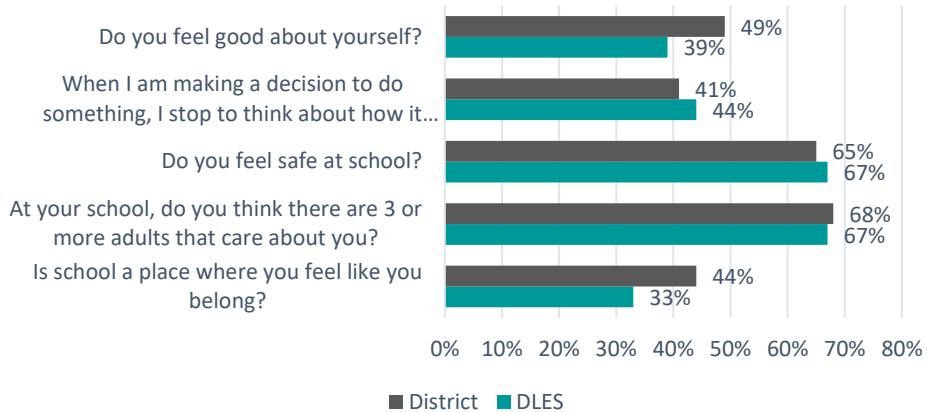
## Social-Emotional Learning Strategies:

- ✓ Some classes are using the SNAP (Stop Now And Plan) Program that focuses on emotion-regulation, self-control, and problem-solving,
- ✓ Daily P/A announcements to acknowledge student birthdays, current events, reminders about deadlines, review of expectations, etc.
- ✓ Student Leadership Library Helpers,
- ✓ Digital Safety Course completed by grade 7 learners,
- ✓ Student Check-ins/Daily Mental Health Check-In/Class Meetings/role plays completed in some divisions,
- ✓ Big Life Journal entries completed in the grade 4/5 class,
- ✓ Term Assemblies with a slideshow,
- ✓ School Spirit Days,
- ✓ Instagram posts to build a sense of community.

## Current Reality – Social-Emotional Learning



## Grade 7 2021 Student Learning Survey (students responding "most or all of the time")



## District Goal: HONOUR DIVERSITY

### SECTION 4

#### Carrier Culture & Language for all K-7 Huskies

With support offered by the District Ab Ed Department, Decker Lake Elementary School welcomed Mr. Jordan Williams to our school team. Mr. Williams will be teaching Carrier Culture & Language to all divisions every Friday. To support the acquisition of Carrier language, we endeavor to infuse our environment with Carrier commands and phrases.



Mr. Jordan Williams

#### District Goal: ENHANCE CONNECTIONS

Rob Stiles, Manager of Physical Literacy & Adapted Sports Program from Engage Sport North visited our school this fall. During one of his visits, the students experienced playing an adapted sport of basketball.



## District Goal: ENGAGE OUR WORKFORCE



The Facilities Department, SD 91 and Chris Paulson, local community member and contractor through Spirit North, are working with our school community to plan a network of outdoor trails behind our school. In this photo, Kevin Derksen, Manager of Facilities, and Chris Paulson met at the school to discuss the project details, such as property lines and trail maintenance.

*Kevin Derksen and Chris Paulson*

## SECTION FIVE: STUDENT ATTENDANCE

Attendance should be included in school data according to researcher, John Hattie\*. Quality classroom instruction paired with timely interventions can only narrow the achievement gap if students are attending school on a regular basis. Due to the rigorous daily health check and other reasons, students continue to miss school.

Here is a snapshot of student attendance from September 2021 to November 2021 at our school:

Summary of Absences	Percentage of K-7 Learners
5 days or less	37.2%
Between 6 – 10 days	22.0 %
Between 11 – 15 days	16.1 %
16 or more days	24.6 %

### Conclusion:

We need to continue to work together as a team if we want to close the achievement gap of our learners. Our current reality is an opportunity for growth and exploration.

Respectfully,

Mrs. Kelemen  
Principal

For more information on John Hattie's research, go to:

\* <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>