



School District No.91 (Nechako Lakes)

School Plan to Enhance Student Learning

Decker Lake Elementary School

2022/2023

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Decker Lake Elementary School is *Home of the Huskies*. We are a rural elementary school of 98 learners, K – 7.

The school serves a diverse student population with 42% of children that claim Aboriginal ancestry and 12% of children with identified exceptional needs.

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

District Goal: Create Student Success SECTION 1: LITERACY

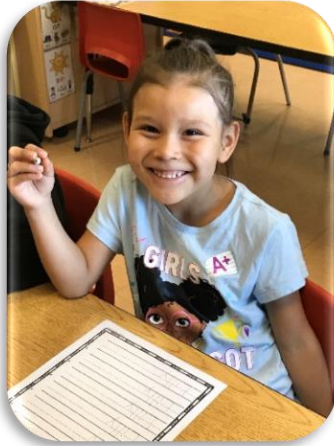
School Literacy Goal:

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 proficiency in essential literacy skills using Circle Charts™.
- ✓ 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.

- ✓ 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.

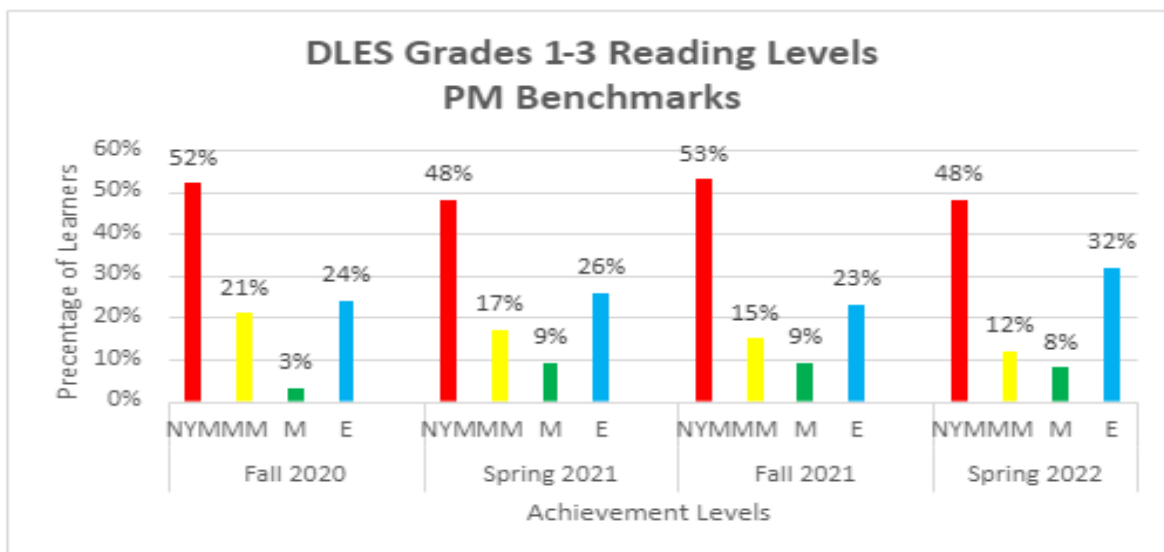


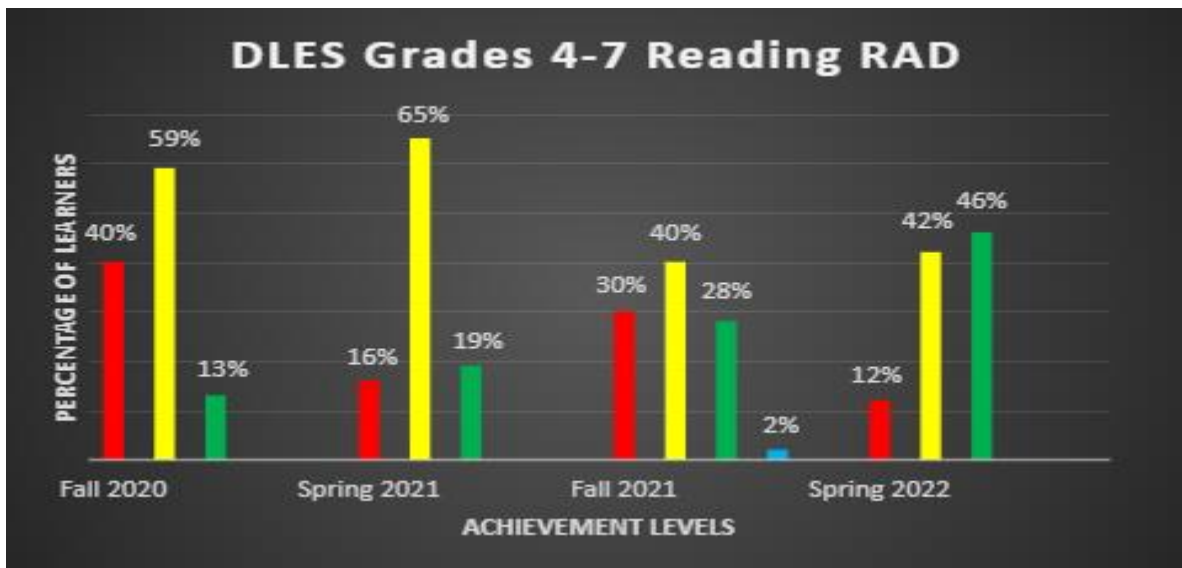
Current Reality - Literacy: 🔍

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 2022:





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:

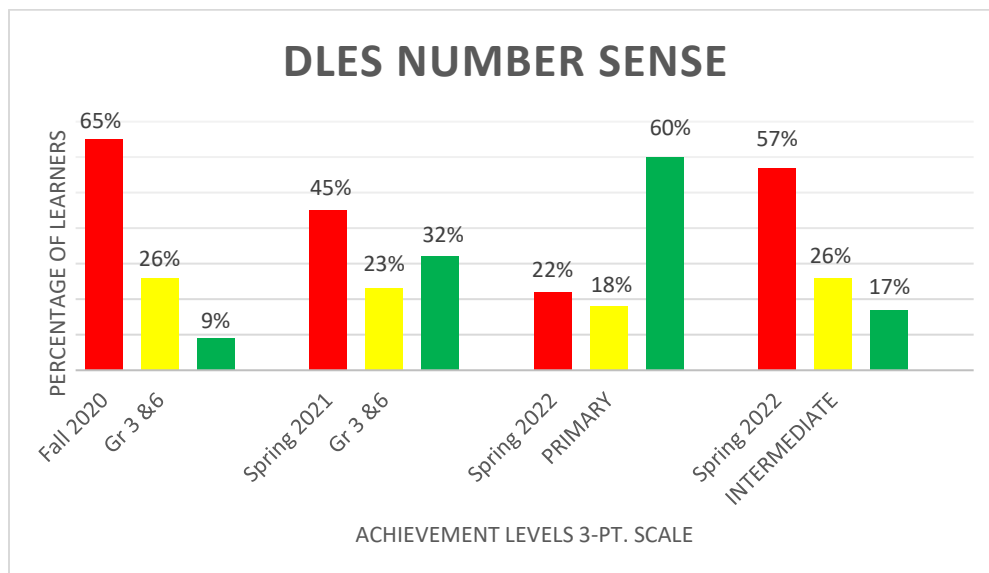
- ✓ Collaborative marking of the fall 2022 and spring 2023 SNAP (Student Numeracy Assessment & Practice).



- ✓ 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. For this report, the 2022 spring data was disaggregated into two subcategories: primary and intermediate. This disaggregation tells an important data story:



District Goal: Create Student Success

SECTION 3: SOCIAL-EMOTIONAL LEARNING (SEL)

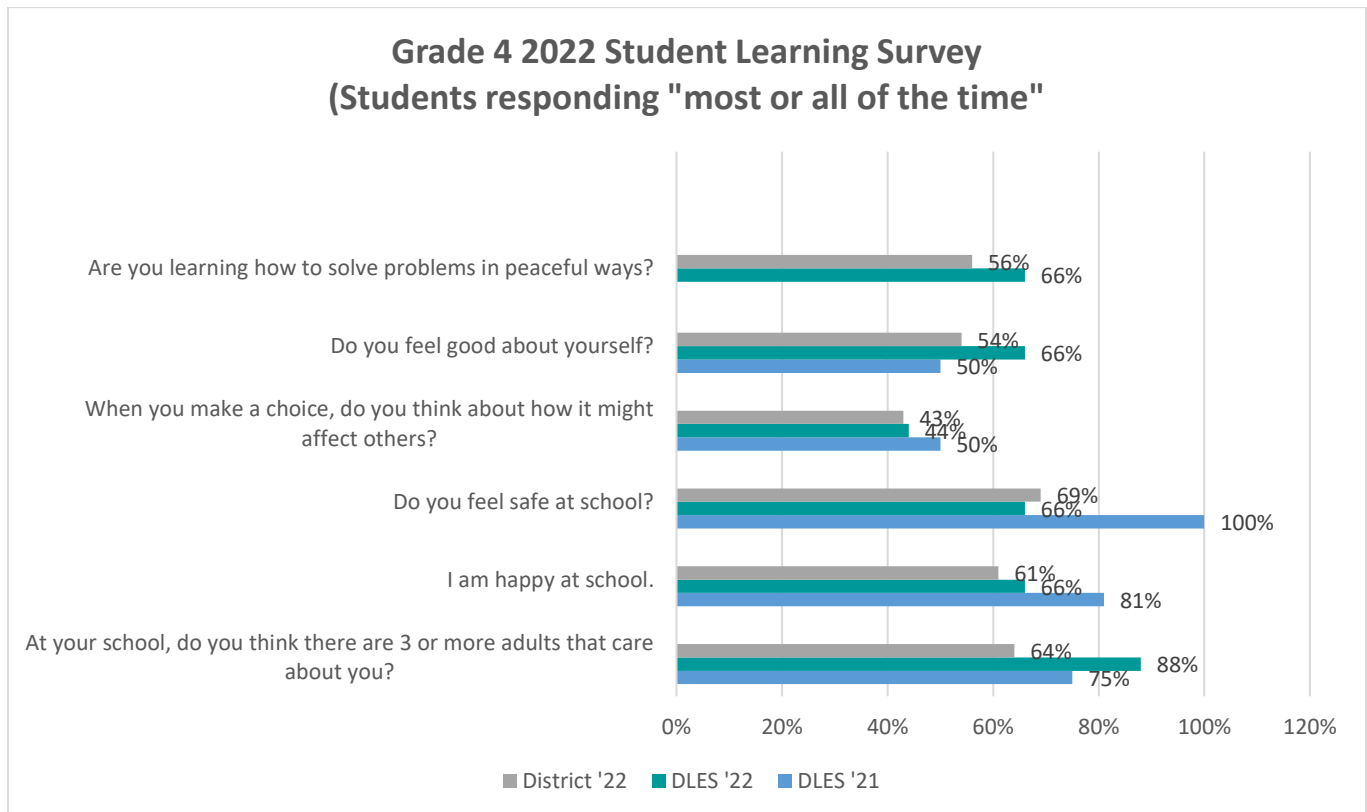
School Social-Emotional Learning (SEL) Goal:

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.

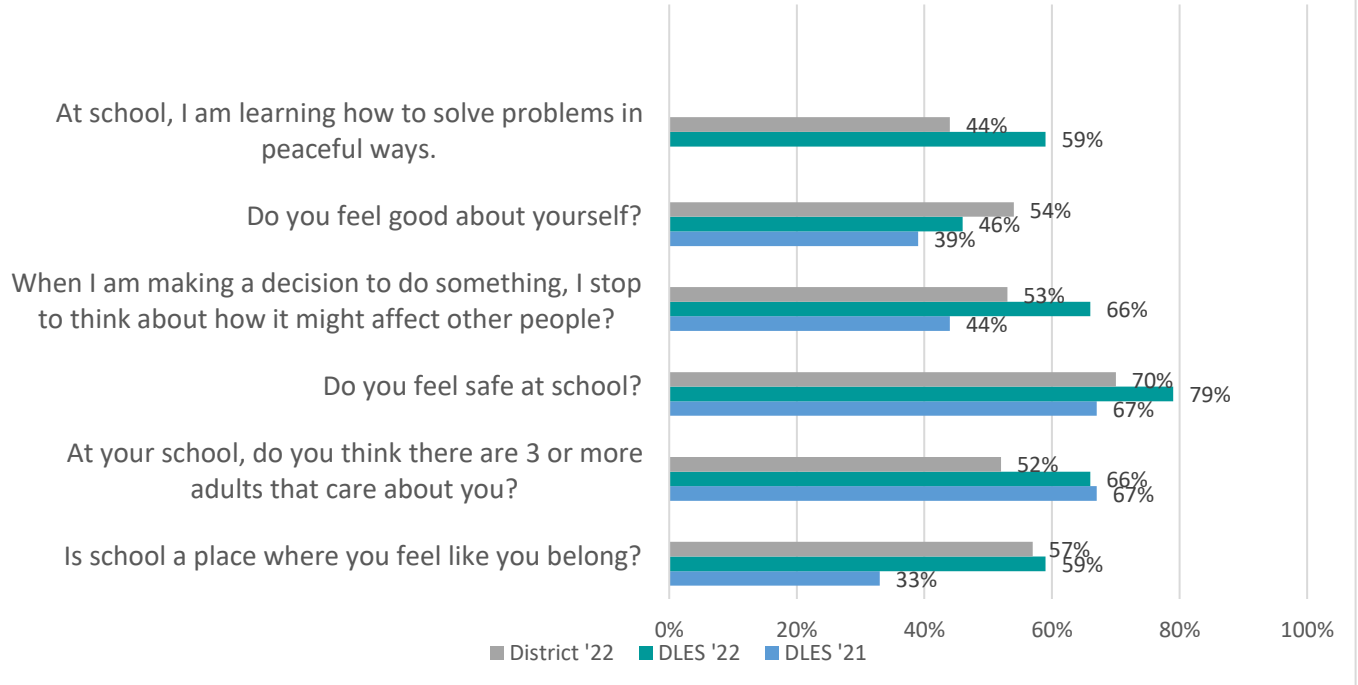
Social-Emotional Learning Strategies:

- ✓ 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,
- ✓ Term Assemblies with a slideshow,
- ✓ School Spirit Days,
- ✓ Instagram posts to build a sense of community.

Current Reality – Social-Emotional Learning



Grade 7 2022 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 Indigenous Department, Decker Lake Elementary School welcomed Mr. Jordan Williams to our school team. Mr. Williams teaches Carrier Culture & Language to all divisions every Monday. 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

Our grade 6/7 class met with representatives from Foundry as part of a community consultation process regarding the new Foundry building that will be built across from the local high school. Students provided aesthetic and cultural feedback about the architect options. This center will provide young people aged 12-24 years with access to health and wellness resources, services, and support. During the

Parent/Teacher conferences, we welcomed two staff members from Carrier Sekani Youth Services to set up an information booth so parents/caregivers can learn more about Foundry.



District Goal: ENGAGE 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. In the spring, Ms. England's grade 4/5/6 class will embrace the SD 91 carpentry trailer for a two-week period.

In October, our school received two outdoor education kits from the Careers Department. Students have been using items, such as the flint, to learn how to build a shelter and a fire with support offered by Spirit North.



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, most students continued to miss a significant amount of school.

Here is a snapshot of student attendance from September 2021 to June 2022 at our school:

Summary of Absences	Percentage of K-7 Learners
5 days or less	4 %
Between 6 – 10 days	8 %
Between 11 – 15 days	9 %
16 or more days	79 %

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/>

APPENDIX C

The School Plan to Support Student Learning is a living document that we explore and refine throughout the school year. The journey loops the culmination of one school year to another as I share the attendance snapshot of the current year at the June Awards Ceremony in hopes that it will encourage learners to improve their attendance data in the following year.

Each fall, I prepare a school data PowerPoint presentation to share with staff and the PAC. Because the attendance at PAC meetings is not representative of our school community, I email a copy of the presentation to the LBN Education Director, Wet'suwet'en Education Director, and PAC Chair who in turn forward it to a larger parent/caregiver group from our school.

Throughout the school year, I insert short captions from the School Plan in the school newsletters and on social media. For example, I published the numeracy data from our school in a newsletter and encouraged families to provide opportunities for learners to access Mathletics on-line while at home.

When possible, school and PAC budget expenditures are aligned to support the school goals. A recent example of this is when the PAC graciously provided funding so every DLES learner could receive a free book to read.

To involve the students in the School Plan, I visit intermediate classes and show them the data PowerPoint. I invite learners to complete an adapted KWL chart on our School Plan – What do they know about the School Plan; Why did they learn about the School Plan (after viewing the PowerPoint), and a third question specific to our school, such as What do you think only 33% of DLES grade 7 students in 2021 felt like school is a place where they belong? I collect their KWL charts and review their feedback. If a theme emerges, I share it with staff and the parent community.

In November, I share a draft copy of the School Plan to Support Student Learning at the staff meeting and PAC meeting for further discussion, reflection, and revision. During this phase of the consultation, we focus on the goals and strategies related to the data.

By December, the final version of the School Plan to Support Student Learning is completed and forwarded to the district.

Updates are shared throughout the school year on school newsletters, Instagram, emails as well as in-person at PAC and staff meetings.