



School District No.91 (Nechako Lakes)

Decker Lake Elementary School Plan to Enhance Student Learning

2018/2019

Decker Lake Elementary School is a rural elementary school of 127 learners, K – 7

- ✓ The school serves the communities of Decker Lake, Palling, Rose Lake and Burns Lake. We serve both the territories of Lake Babine Nation and Wet’suwet’en First Nation. 42% of our student population claim aboriginal descent. Over 50% of our students are from outside our catchment and 90% arrive by school district bus.
- ✓ Our school goals continue to focus on having our students attain the literacy and numeracy skills as well as developing the core personal and social competencies required to become confident learners making positive contributions to their communities – local and global

DISTRICT VISION

Competent and confident learners making positive contributions in an evolving global environment.

BROAD DISTRICT GOALS

By June 2020, each learner will be meeting grade-level expectations in Literacy:

- Reading skills
- Writing skills

By June 2022, each learner will be meeting grade level expectations in Numeracy:

- Number sense
- Computational Thinking
- Problem Solving

By June 2020, learners will experience and identify increased levels of emotional awareness and self-management in Social-Emotional Learning.

GOAL AREAS

1. Literacy

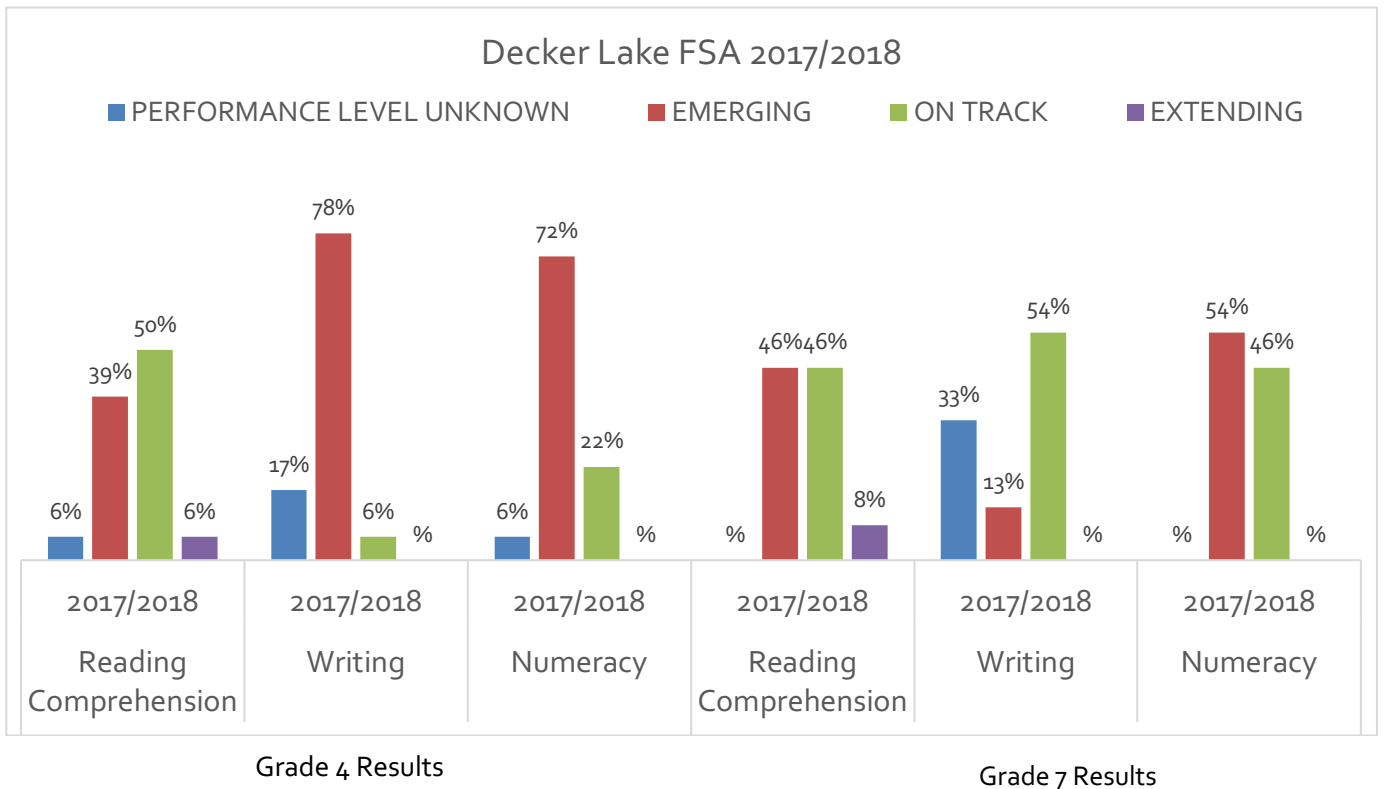
All students at Decker Lake Elementary will be meeting expectations on Grade or IEP level literacy assessments at all age levels by 2020.

For 2018/19, our Intermediate team will investigate options to increase fluency and phrasing in grade 4-7. They are hoping that improved fluency will help with comprehension

Action Plan

- Look for leveled passages to use – consult Dave Beck
- Look at 6 Minute Solutions and Great Leaps

- *What data supports your school's literacy goals?*
 - o Fall 2017 RAD – 35% NYM; 13% AE; 58% AE; 6 % ME
 - o Fall 2018 RAD – 39% NYM; 54% APP; 7% FM
 - Comprehension Strategies 53% NYM, 43% ME, 4% EE
 - o Term 3 2017 PMB – 26% NYM; 29% App; 46% FM
 - o Term 3 2018 PMB – 35% NYM; 20 % App; 45% FM



- *How does your school measure progress towards the literacy goals?*
 - *Kindergarten Assessment for baseline, then School-wide writes, report card data, FSA, RAD & PMB*
- *How is instruction differentiated to meet the distinct needs of **every** learner in your building?*
 - *Learning support staff assigned to support specific "at-risk" students*
 - *Some students may join other classes for grouped instruction*
 - *Instructional programs or delivery may be modified for particular students*
 - *Teachers use differentiated instructions including a variety of teaching strategies and scaffolding techniques. Primary teachers are using Janet Mort's material on an ever-increasing basis.*
 - *Tier 2 interventions with our reading support team assist 14 primary learners who are not reading at grade level.*
 - *Tier 3 interventions with our Teacher Librarian assist 2 intermediate students who are 2 or more years below grade level.*
 - *Speech & Language therapy is available through our district level SLP.*
- *Capacity-Building Activities Required*
 - *Continued representation at PD appropriate Activities (eg Janet Mort..)*
 - *Dedicated, scheduled, literacy focused PLC time for Primary, Intermediate and Whole School teaching and support staff.*

2. Social-Emotional

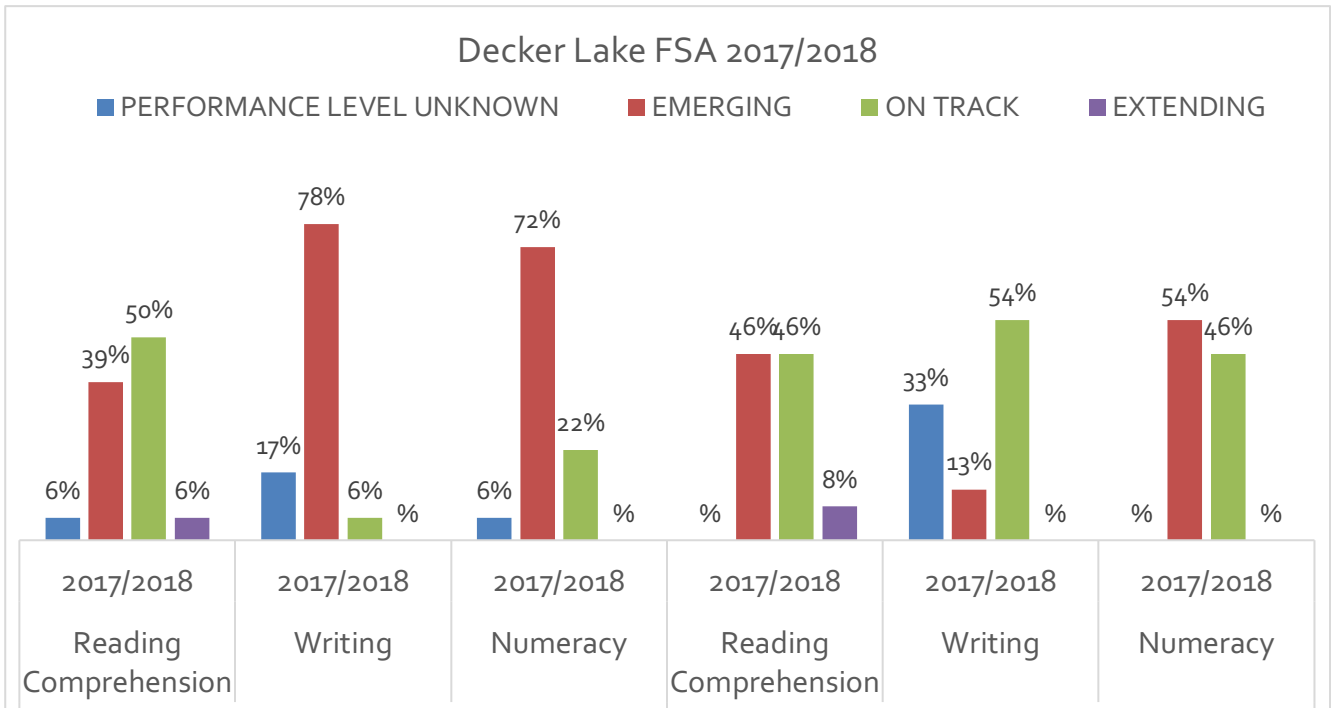
Decker Lake Elementary, in cooperation with District Student Services, will develop a school-wide program for measuring and responding to student personal crises.

1. *What will you observe/document to help describe learners manage their own emotions, thoughts and behaviours?*
 - o *School Incident log*
 - *Incident log data for Fall 2018 compared to Fall 2019 (When filtered for high incidence individuals), indicates a drop of 8 to 10% in behavioral incidents reported*
 - o *Some teachers use “Zones of Regulations’ activities*
 - o *SNAP (Stop Now and Plan) is being introduced in some of our late primary and early intermediate classrooms.*
2. *What will you observe/to help describe if learners feel emotionally and physically safe at school?*
 - *Ministry Satisfaction Survey*
3. *What structures/practices are in place to support learners contributing to positive climates?*
 - *District counselling staff providing one-on-one and classroom supports*
 - *Contribution of services from outside agencies for select learners*
 - o *Approximately 20 learners are benefitting from counselling services offered by CSFS and by SD#91*
4. *What strategies are in place to help/ensure learners solve problems in peaceful ways?*
 - *WITS being implemented in Primary classrooms, SNAP (introduced 18/19)*
5. *Are there opportunities in place for learners to build relationships?*
 - *Buddy Reading, Intramural Event Days, Field Trips*
6. *Capacity-Building Activities Required’*
 - *continued input from District Counseling staff*
 - *involvement by key staff in appropriate PD*

3. Numeracy

Decker Lake Elementary will generate baseline data towards the district numeracy goal.

- *How well are your students progressing in this area of their learning?*
 - *FSA data indicates Gr 4 & Gr 7 students are performing lower than the district average. Continued use of the Numeracy DNA tool should give us baseline data to work with.*
 - *Numeracy DNA Gr 6 cohort 2017/18 (14 students)*
 - *2 students FME, 9 students AE, 3 students NYM*
 - *Specific Skills - 27% meeting; 24% approaching; 49% NYM*
 - *Numeracy DNA Gr 3 Cohort 2017/18 (20 students)*
 - *0 students FME, 1 student NYM*
 - *Specific Skills – 30% meeting; 41% Approaching; 29% NYM*
 - *Capacity-Building Activities Required’ in this goal area.*
 - *PD Activities focused on Numeracy DNA and on remediation of numeracy skills*



Grade 4 Results

Grade 7 Results

Intermediate Math Goal

Focus on open ended and regular word problems twice a month in our classrooms.

- Meet during PLC to discuss progress
- Review key words for \pm X/ (put posters in classroom and refer to it)
- Assessment – test with 4 problems – two open and 2 regular which they choose one from each type to complete and we will mark together
- Need to find a rubric to use (Numeracy Quick Scale, FSA, DNA, Island Net and others found) to make our own; purchase resources for Marian Small open questions and other resources needed
- Collect baseline data in January and assess before the next report card
- Assess again in May/June



CONTRIBUTORS TO THE SCHOOL PLAN

Members - School Staff

Teachers:

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Support Staff:

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Members - Parent Group

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

School	
Principal Signature	
Date	
Staff Rep	
Date	

SCHOOL/DISTRICT STAFF DISCUSSIONS

Discussion Date	Discussion Topic
	1. The last several years the district has invested in a variety of staff development initiatives. From your school's perspective please comment on promising staff development/professional development practices that are impacting student achievement in your school.
	2. Comment on the "openness" of your building in terms of the existing culture of learning for both students and staff.
	3. Comment specifically on programs in your school that are impacting Aboriginal learners and how you are developing relationships with the Aboriginal communities associated with your school.
	4. Offer broad reflections of the embedded collaboration structure and your staff's professional learning community journey.
	5. Discuss your school's progress in identifying essential learnings at each grade level in reading and/or other key subject areas.
	6. Comment on staff discussion and implementations related to grading and assessment practices and how these changed practices are improving teaching and learning.
	7. Comment on staff discussion and use of appropriate formative assessments that inform instruction in literacy and numeracy (and/or other subject areas) including evidence that instruction does change.
	8. Comment on your school's culture and its openness to improving teacher knowledge and skills in order to strengthen student learning.
	9. This plan is to be broadly shared, communicated and used to guide practice. Please comment on how your plan will "live" within your school community.
	10. Describe the culture of your building in relation to the understanding that <u>every</u> teacher is a literacy teacher.

Goal Area	Specific Goal(s)	'The Why' behind the Goal	Capacity Building Activities Required
Literacy			
Social-Emotional			
Numeracy			
School Specific Goals			