



# Dufferin Elementary Annual School Learning Plan 2023-2024

September 8th, 2023



Dufferin Elementary believes that we are all learners and that learning is a life-long process. We see our students as ***belonging to our whole community and value their individual learning styles and unique characteristics*** We, as educators, are invested every day, in not only the education of our students, but their ***social and personal growth***

At Dufferin, we believe our students should AIM high: **Achieving excellence, Imagining a future and Making it happen**, through creative, hands-on academic and social competencies.

Welcome to Dufferin Elementary School, a wonderful place to live, learn, play, and build engaging, empathetic learners.

## DUFFERIN EDUCATION TEAM VALUE COMMITMENTS

At Dufferin Elementary respect and relationships are valued in order to build trust amongst the school community - our team will focus on building these vital aspects within our SLP

Our Dufferin team will be humble with our wisdom and show our compassion/love through accepting values of others with an open mind and placing students' success as our top priority

By fostering a healthy and open learning environment our Dufferin team will continue to be respectful, honest, and truthful with our learning community

By having our Dufferin team accessible and open we can assure equity of input, dialogue, and feedback amongst all stakeholders

Dufferin is pivoting and will now be a part of the South Kamloops Family of schools which includes; Aberdeen Elementary, Beattie, South Sa-Hali, Lloyd George, Savona, and South Kamloops Secondary School. As a Family of schools we work towards the District Strategic Plan to support all learners with their individual needs and goals.

Our evolving world has changed the way we look at education, as rapidly progressing technology, jobs and workplace opportunities have opened up endless possibilities for our children. BC's Curriculum has helped us to **xly** , **y** **x**

# Learning Goal

## **INTELLECTUAL DEVELOPMENT**

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a

**AREAS TO GROW:** Dufferin Elementary students need to grow and achieve stronger results in the following sub-populations:

Our Grade 1 student learners who are emerging (38%) require a support plan

Our Grade 2 student learners (12%) require a support plan

**OBJECTIVES:**

**Classroom Practices (we will):**

Utilize Adrenne Gear Literacy Programs

Invite in District Resource Teachers

Review and initiate Reading and Writing Assessments adapted from the performance standards

the link for the writing 1-7

[Writing\\_Performance\\_Standards\\_K-8](#)

the link for the reading K-7

[Reading Performance Standards](#)

**Professional Development Opportunities (we will):**

District literacy support person to assist with strategies

Literacy support person to continue to model lessons in our classrooms around this and debrief with staff

Dedicate one Literacy based PRO-D per school year

**Grade to Grade Transitions (we will):**

review your specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our School Learning Team  
review our student referrals and what we are doing to support them to stay or return to regular programming

**To improve Aboriginal learning (we will):**

Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'

Utilize our Aboriginal Education Worker to engage and support learners

Invite in K-12 Aboriginal Resources teachers and community knowledge keepers

Focus on strategies and goals from the Aboriginal Enhancement Agreement

**To improve in learning, we are ensuring our resource meet our students' needs:**

Utilizing the Science of Reading curriculum guide

Tara West's - Firstie Phonics - Second Phonics

Primary Sound Walls

Heggerty Phonics Awareness

Adrienne Gear's Reading Power, Daily 5 Program with CAFE reading strategies,

## **Evidence and Next Steps**

If we continue to follow current practices and add in additional resources, such as Adrienne Gear, we will continue to maintain our current performance assessment and/or increase students abilities.

## **Review Date #1: Fall, 2023**

Students: FSA (Grade 4 & 7)

Parents: Google Forms/PAC/Face to Face

Staff: Report Cards/Interims

Ab Ed Partners: AEW Partners/Presenters

## **Grade One/Two Teacher Tiffany Cross & Grade Two Teacher, Nicole Preymak presented at our October 3rd Staff Meeting:**

5 components to reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension

Worldwide scientifically proven shift in the way reading is taught, called the Science of Reading. Ontario is revamping its approach to literacy and is ending the 3 cueing system. It is gaining momentum across the United States and Australia. Many schools in Kamloops are also making the shift.

The Science of Reading is based on current research that demonstrates how children learn to read and the explicit, systematic methods educators can use to teach reading.

[What is the Science of Reading? | Structured Literacy | IMSE Journal](#)

[Reading Rockets](#) for classroom strategies for reading and writing with videos, information, and printables, free Pro-D workshop, etc.

*Beneficial for older grades as well as primary. EXCELLENT RESOURCE!!*

[The Science of Reading](#)

*Explicit phonics instruction*

*Text: Shifting the Balance by Jan Berkins and Kerri Yates*

Phonics Companion program will be implemented with our Primary Class during the 2023-24 school year.

The Phonics Companion (2023) is a Canadian and research-informed phonics instruction resource. Following a scope and sequence, the 120 well-organized lessons introduce sound-spellings (including more advanced ones), provide varied orthographic mapping activities, and prompt students to consolidate skills using connected Bug Club Phonics decodable readers and sample texts.

Reading Companion links:

[W i i g P e f m a c e S a d a d K](#)

[R e a d i g P e f m a c e S a d a d](#)

**Intermediate Classes, Grade 4 - 7 have been working with Literacy Coordinator, Tricia Prasad**

*KYY\_ Vm KYY\_ D\cbJWg / KcfX Gh i Xm 5WhJjJhJYg Zcf h\Y =bhYf a YXJUhY ; fUXYg (Gr. 3-6) resource.*

[Week-by-Week Phonics & Word Study – Scholastic Canada Teachables](#)

### **Making Words**

<https://www.pearson.com/us/higher-education/series/Making-Words-Series/2282163.html>

**Words Their Way** is a classic and highly regarded resource. It has an excellent assessment, too. It is differentiated and focused on small group instruction and practice (using various sorts/games), so it can be a bit to juggle.

[Words Their Way Series | Pearson](#)

**The Florida Institute for Reading Research** has a lot of free printable activities for diverse aspects of words study.

[Fourth and Fifth Grade | Florida Center for Reading Research](#)

**Jolly Grammar** is more traditional and structured (2013). It addresses grammar/sentence structure as well as spelling.

[Jolly Grammar – JollyWorks Ltd.](#)

**Canadian Spelling Program, Steck-Vaughn Spelling: Linking Words to Meaning** is from the late 90s. The latter has a wide assortment of word study, grammar, and writing activities (unit/template-based).

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[https://teachables.scholastic.ca/products/daily-word-ladders?\\_pos=2&\\_sid=34b5c5b70&\\_ss=r](https://teachables.scholastic.ca/products/daily-word-ladders?_pos=2&_sid=34b5c5b70&_ss=r) (also available in book format)

[Daily Word Ladders Content Areas Grades 4-6](#) (content areas)

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**OBJECTIVES:** Aboriginal and Non-Aboriginal students will meet or exceed the Numeracy expectations on par with each other.

**SCHOOL STRATEGIES:** To improve Numeracy, we will utilize the following strategies in various areas:

**Classroom Practices (we will):**

All classrooms working on basic computation skills and number sense appropriate to grade level

Working to connect Math to real life skills through project based learning in Math

Include more formative assessments

Modeling of multi-step strategies that help students to analyze numerate tasks

Teacher Collaboration and Modeling

All classrooms will dedicate a minimum of 45 minutes to basic skills every week

Classrooms will work to include 1 project (in class or cross class) per term

Teachers will “check in” at b AID w b

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[Dufferin BALANCED NUMERACY - Staff](#)

Moncia Bergeron meet with Intermediate Teacher, Seema McGarry, Primary Teacher, Tiffany Cross, and Principal, Gord Cumming to implement the 'Figuring Out Fluency in Mathematics book/companion resource for September, 2023

The school has purchased two Teacher Teacher Fluency books and all

four Companion Resource books to be Piloted for the 2023-24 school year

Students: FSA (Grade 4 & 7)

Cynthia Morrow and Monica Bergeron Visits: December & February

[Dufferin BALANCED NUMERACY - Staff](#)

[Letter to Principals Taking Shape kit](#)

**Grade to Grade Transitions (we will):**

review your specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our School Learning Team

review our student referrals and what we are doing to support them to stay or return to regular programming

We will receive a number sense and taking shape kit to share in our primary classes

We will ensure teachers have resources to develop thinking classrooms

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# Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care



## HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

**DISTRICT GOAL:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

**SCHOOL RESULTS ANALYSIS:** Over the past 5 years Dufferin Elementary students indicated they feel welcome (12% above the district average) with a 90% indication on the student learning survey 2021-22. Students also feel safe with 90% indication (19% above the district average). However, students' sense of belonging (60% in 2021-22) and students feeling like adults care (67% in 2021-22) will be our focus as we feel students have a disconnect coming out of COVID (cohorts, Virtual learning, personal space, etc.).

**SCHOOL GOAL:** All students will feel welcome, safe, and connected by supporting students' well-being.

**AREAS TO CELEBRATE:** Dufferin Elementary students feel welcome and safe while in attendance.

90% of students indicated via the student learning survey they feel welcome and safe at school



[7 PILLARS -TRUST](#)

[7 PILLARS HONESTY & CONVERSATION](#)

[7 PILLARS IS- HUMILITY AND CONVICTIONS](#)

[7 PILLARS WISDOM & LAUGHTER](#)

[7 PILLARS- COURAGE & HOPE](#)

## **Evidence and Next Steps**

### **Review Date #1: Fall, 2023**

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**Revise this section on an ongoing basis as we learn from reviewing school goals, strategies, and evidence-in-action. Describe when (dates) we review with staff and community**