

Enhancing Student Learning Plan 2021-2022 (Fall 2021)

School: Errington Elementary School

What We Know About Our Learners

Key features of our School Review that will guide our actions and directions in 2021-2022

Errington Elementary School has a strong, committed staff who understand the complexities of our children and families. At the forefront of our practice we aim to provide universal supports for all students with a strong focus on social emotional learning and to build instructional skills informed by brain-based learning. Providing comprehensive classroom support is a struggle as learning cohorts are complex and dynamic. In consideration of the COVID-19 Global Pandemic, ensuring the continuity of adult-relationships is crucial. Based on our recent School Review and understanding of the link between trauma and language development, it is imperative to continue supporting literacy development, including reading, writing and communication skills through universal strategies and opportunities for whole class scaffolding, as well as targeted instruction and individualized supports where needed.

Scanning for Learning

What have you come to know about the learners in your school this year?	Evidence
<p>The ongoing pandemic has had an impact on our learners and our community. The need continues to be there for students who experience food and housing insecurity.</p> <p>Our learners are caring and loving students seeking meaningful connection with others. There is a wide range of needs within our learners and their needs are diverse: social emotional, literacy and numeracy development, familiarization and confidence with using technology as a learning tool. Learners who are dysregulated often need soft starts in the morning and all our educators have built into the start of their day and key transition times. Play-based and hands-on learning are engaging for our learners. Visuals are key to helping students understand cues.</p>	<p>We support 20-25 students through our food programs: Breakfast and lunch programs through our community partners. 10 families participating in the SD69 Backpack Program.</p> <p>Our learners are kind to each other and to adults in the building. They are helpful and contribute to school community through leadership roles or volunteer roles within the school. We continue to develop 'calm corners' in classrooms which are sensory friendly spaces. These flexible environments allow students to stay in their classrooms to work on self-regulation skills and continue participating in class learning without disruption.</p>

For The Spring Conversation, what evidence will you use to know you have reached your target?

Tracking system for the use of the connection room. Our intention is for students to learn what helps them regulate and be able to transition those skills back to their classroom. The tracking system helps us monitor who is using the room, what they are doing there, how long they are spending there, and what strategies/tools they are taking back to the classroom.

Literacy assessments used at EES include: SLP Phonological Awareness "Quick Screener", Words Their Way spelling inventory, PM Benchmarks reading assessments, Dolch Sight Words, Vancouver Island Reading Assessment, writing assessment using the BC Performance Standards, writing rubrics using curricular outcomes

Numeracy assessments include: Diagnostic Math Assessment (DMA), Northern Lights assessment

Identify an area of the work in your learning community that appears to be indicative of a knowing/doing gap? How will you move forward in seeking to address this dynamic?

In the first several weeks, we've emphasized making the time to create community in our classrooms upon returning from summer break and slowing down our rush towards immersing our learners in curriculum. Having our educators taking the time to connect with students on a personal level helps to build a deeper and more detailed learner profile as well as building trusting relationships in which our learners feel safe to take risks with their learning.

Our learning community is reflecting on and systematically implementing UDL (Universal Design for Learning) strategies in the classroom to provide learners with access points to the curriculum. The teaching and learning support staff have been learning about UDL over the last several years as it complements the professional learning focus around Bruce Perry's brain-based hierarchy for regulation, relating and reasoning. Our educators are using some UDL strategies. However, we still have some students experiencing barriers to accessing the curriculum. We are focused on UDL principles of learning during our monthly staff meetings. We address aspects of adopting a UDL mindset and present challenges to the educators to incorporate strategies that might be out of their usual practice and comfort zones in order to think of their own approaches to curriculum and how to align their pedagogical practices towards a UDL practice.

We will continue in our work in adopting and developing General Support Plans to address the needs of diverse learners in the classroom. This will be the second year that we will ask our classroom teachers to work with our Learning Support Team and administration to develop goals that are strength based and benefit all learners in the classroom. Developing a generalized support plan is directly linked to the Class Reviews that the teachers have developed and provides a reflective and recursive process that is important to moving teacher practice forward in being aware of the needs of students in the classroom and developing strategies and curriculum so that learners can be successful.

Ongoing tension between wanting to return to "normalcy" and continue to exercise caution with continued pandemic reality.

Quality Teaching and Leadership - Where do you need to be more focused in this regard and what do you see as the desired learning progression?

See chart below

What steps are you taking to ensure that Indigenous understandings are being woven into the fabric of learning for all students at your school?

We are infusing the First People’s Principles of Learning in our daily practice. We have focused on the following principles, “Learning involves patience and time.”, “Learning requires exploration of one’s identity.”, and “Learning involves recognizing the consequences of one’s actions.” Many of our classrooms have the 6 Cedars traits in their classes which they reference, for instance, when a student waited their turn to share their idea, a teacher might say that the student is like Wolf, who is a good communicator. Our early primary teachers use the Qualicum First Nations Learning bins which they can request on a monthly rotation. These bins are highly engaging through their play-based focus and themes. Our Indigenous Worker has shared many Indigenous crafts with classes which has included beading and cedar weaving. We will be working with our Indigenous Worker to help our learners delve deeper into cultural and historical themes in order to widen the learners’ awareness and understanding of the role that colonialism has impacted on the lives of Indigenous Peoples locally and nationally. Our Indigenous Worker led some classes in a collaborative art project called Paper Hearts during Truth and Reconciliation Week.

We have set aside collaboration time for teaching partners to plan units of study that incorporate both UDL and Indigenous ways of knowing being mindful of authenticity and avoiding tokenistic approaches.

We will begin to include territorial acknowledgments in our morning announcements from a variety of people in our school community. Staff and students can write personalized and meaningful territorial acknowledgments which they can read or have read out loud for them.

Focus Area 1: District Strategic Priorities (can be brought forward from your spring conversations)
Actions and directives planned for 2021-2022

WHY	Social Emotional Learning	WHAT	HOW
	<ul style="list-style-type: none"> • Self-Regulation & Brain-Based Research <ul style="list-style-type: none"> ○ Continue focus on first meeting basic needs– regulation and connection. ○ Consider OT Levels of Support (UDL) to create sensory friendly spaces (in class) and options for up-regulation outside. ○ Continue developing strategies for <i>soft starts</i>. <ul style="list-style-type: none"> ▪ Utilize <i>Connection Room</i> as a <i>model space</i> for SEL strategies, calm spaces, hands-on activities (repetitive, rhythmic, creative), and connections (emotionally, personally, socially). ▪ Work with <i>SEL Levels of Support</i> (UDL) to help classroom teachers design learning spaces that honour students need for movement, flexibility and curiosity (e.g. calm corners). ○ Be pro-active in developing skills and providing options, visual prompts and verbal prompts (before escalating and /or becoming reactive) ○ Ongoing professional learning for staff on understanding and responding to trauma, adverse childhood experiences, and how to foster resiliency ○ Provide more opportunities for students to engage in self-reflection, self-assessment, and to set goals. ○ Increased opportunity for embedded physical literacy activities – more outside play and movement. ○ Continue to offer programs supporting social emotional development (e.g. <i>ACE Club, Windy Door Café, Bike Club, Power Lunch, intramurals, team sports, clubs, outdoor education and experiences</i>) • Refer often to research and literature to build knowledge and practice in responding to student needs (eg. <i>Beyond Consequences, UDL, Bruce Perry, Ross Greene</i>) <ul style="list-style-type: none"> ○ Continue conversation, create a team approach and support each other in our shared response to students who demonstrate challenging needs ○ Self-care for all staff • Connection and Relationships <ul style="list-style-type: none"> ○ Continue to respond to current needs due to the COVID-19 Global Pandemic, and subsequent increase of stress and hardship. Social and geographic 	<ul style="list-style-type: none"> • Connecting as learners. <ul style="list-style-type: none"> ○ Sept. reunite with staff – focus on UDL and class wide approaches for support (Reunite. Renew. Thrive.) ○ Cohort partner teaching and sharing in planning and reflection. ○ Establish consistent Learning Service support as collaborators and co-planners. ○ Common prep time to facilitate planning, peer discussion, and connections (particularly during Pandemic and social isolation). • Communication <ul style="list-style-type: none"> ○ Continue to work as a whole staff on various topics throughout the school year. ○ Continue to use alternate methods of communication (zoom, emails, communication book, memos) to allow time for professional learning opportunities (eg. <i>one ‘business focused staff meeting per month and one ‘professional learning’ staff meeting (guest speakers, books)</i>) • Collaboration <ul style="list-style-type: none"> ○ Role of LST/ case manager as a co-planner and resource support ○ Facilitate <i>Generalized Support Plans</i> to encourage co-planning and relevant goals and support focus for the whole-class. Assist in identifying role of EA, LST and targeted support. ○ Teacher team meetings – <i>share out to whole staff</i> ○ Grade / Level meetings – <i>build skills and strategies in supporting learners. LST teachers connected to a cohort.</i> ○ Peer Mentorship opportunities in pairing and sharing ○ Continue to collaborate with District Support Staff – involved in sharing UDL levels of support • Model, share examples, be vulnerable • Facilitate opportunities for staff professional development <ul style="list-style-type: none"> ○ Continue with Book Club, <i>Help for Billy</i>, by Heather T. Forbes (<i>Beyond Consequences</i>) to gain understanding of brain-based learning and to inform our teaching practice. 	<p>Universal Design for Learning (Framework)</p> <ul style="list-style-type: none"> • Class-wide opportunities to <i>get to know the learner</i> • <i>Class Reviews</i> to help inform whole class planning (learning, S/E, etc.) with a focus on equity and inclusion. <ul style="list-style-type: none"> ○ Gain perspective of student needs. ○ Create whole class goal/s (Generalized Support Plans and IEPs) ○ Inform the role of support (EA, LST, SLP) • Universal supports for whole class – opportunities for expression. <ul style="list-style-type: none"> ○ Support communication and executive functioning skills <ul style="list-style-type: none"> ▪ Active use of visuals and prompts - Sarah Ward strategies e.g. <i>get ready -do-done; clock, modelling</i>. Lanyards for all EA’s. ▪ Adaptive technology (e.g. <i>Google Read and Write, GSuite</i>) ○ Hands-on learning (loose parts, math <i>passport</i> manipulatives, play based, story bins) ○ Self-Regulation supports and strategies (flexible seating, <i>Zones of Regulation, Mind-Up, 5 Point Scale</i>) ○ Place-based learning (e.g. outdoor learning and experiences) ○ Soft starts & invitations to play (for all learners) with a focus on calm and connections. ○ Zones for learning (calm corners, writing centers, wonder wall, etc.) ○ Scaffold learning activities for (eg. <i>straight ahead, hilly, mountainous</i>) • Targeted Supports (short-term as needed). <ul style="list-style-type: none"> ○ Critical reading intervention, small group instruction ○ Self-Regulation supports (sensory room, Connection Room) • Physical literacy pilot - integrating movement and play to meet needs of all students. • ADST within cohorts (gr. 6/7)

WHY	Social Emotional Learning	WHAT	HOW
	<p>isolation has impacted the mental health and general well-being in transitioning back to school throughout the year.</p> <ul style="list-style-type: none"> ○ Counselling/CYCW connection to students / families ○ Provide opportunities for students to find success and feel a sense of belonging, dignity, and purpose (<i>ie. library helpers, field coaches, peer leaders</i>) 	<ul style="list-style-type: none"> ○ Invite staff to engage in other learning groups (SD69 Learning Grants, UDL, Early Learning Framework, assessment, environmental stewardship) ● Support social-emotional and well-being via webinars, podcasts, and small group sessions. 	<ul style="list-style-type: none"> ● Exploratory options for intermediate students (band, sewing, cooking, woodworking, drama, music, art, STEM/Tech, outdoor ed, special projects (movie making, games, leadership) ● Leadership & Social opportunities (<i>depending on COVID restrictions</i>)

Focus Area 2: Curriculum (*can be brought forward from your spring conversations*)

Actions and initiatives planned for 2021-2022

- Early Learning Framework discussion group to focus on key principals of Indigenous Ways of Knowing, play-based learning, the pedagogy of listening, and creating spaces of wonder, curiosity and imagination.
- Involve staff in conversations around the [Enhancement Agreement](#) and meaningful ways to integrate Indigenous knowledge in all aspects of learning.
- Continue to explore, practice and reflect on how we are embedding meaningful Indigenous content into instructional practices and ways of assessing.
- Continue to communicate student learning through a portfolio and provide opportunities for teachers to share and explore portfolio options.

Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2021-2022

In order to respond to our complex learner needs, we need to continue the focus on **social emotional learning**. Working towards a greater understanding of brain development and adverse childhood experiences, will support our teachers in developing meaningful strategies, instructional practices learning opportunities for students. Introducing the Levels of Support for SEL will assist teachers in considering ways to design learning opportunities, focusing on the need for regulation, relationship, and then the expression of learning. We will continue to work with all staff in building understanding and practical skills to best respond to children with complex needs. We aim to create a supportive community through effective communication with all staff, including teachers, EAs, clerical, custodians, and bus drivers. We will continue being a pilot school for Zero Waste school (environmental stewardship), and the physical literacy program and embed strategies that benefit both staff and students in enhancing general well-being, regulation strategies and ability to learn. In responding to the needs of our community, we are opening two options for childcare (after school care, seamless childcare).

Literacy

Lessons learned from school and provincial evidence. Please include what you know about your Indigenous learners.

- K-2 classes indicate a need to continue focusing on Social Emotional Development. Less than 15% have indicated literacy as a concern.
- Significant concerns begin to emerge in Gr. 3 (41% reading and 44% writing); (SEL %56). The SLP is involved with 25% of learners in this cohort.
- Gr. 4 have concerns in both literacy (39%) and writing (49%). 1/5 of students have direct or check-in contact with counsellor.
- Gr. 5 concerns are highlighted in writing (25%) and SEL (43%)
- Gr. 6 concerns include literacy (38%) and writing (44%) with SEL (53%)

District Lessons Learned:

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| <ul style="list-style-type: none"> ● Grade 4 Writing <ul style="list-style-type: none"> ○ Strengths <ul style="list-style-type: none"> ▪ Students seemed excited about the topics ▪ Structure for most students ▪ Strong spelling ○ Areas for Growth <ul style="list-style-type: none"> ▪ Sentence structure for some students ▪ Elaboration with details to address list-like facts/events ▪ Vocabulary ▪ Going deeper, connecting to emotions, expressing voice | <ul style="list-style-type: none"> ● Grade 4 Reading <ul style="list-style-type: none"> ○ Strengths <ul style="list-style-type: none"> ▪ Summarizing the story ▪ Including evidence from text to support responses ○ Areas for Growth <ul style="list-style-type: none"> ▪ Fully understanding the question ▪ Elaboration of thinking ▪ Using specific/relevant examples to respond and infer ● Connections |
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Next steps in support of those lessons learned:

- Regulation and connection are foundational to learning. Meeting basic needs (food, water, clothing) are critical to many of our learners who are struggling with language and communication.
- Bridging the theory and understanding of the Early Learning Framework to grade 3. Many of the K-2 teachers have participated in the sessions provided by the Early Learning Framework.
- Importance of oral / story telling in building literacy skills
- Communication (literacy, expression of knowledge) is often impacted with adverse childhood experiences. The role of play as a means for settling / calming to encourage language development is crucial.
- Introduce and identify ways to implement ideas presented in *Levels of Support for Literacy* – focus on regulation the *Why* of learning to address the significant SEL concerns presented with learners.

Numeracy

Lessons learned from school and provincial evidence. Please include what you know about your Indigenous learners.

Gr. 3-6 numeracy have concerns with approx. 18-31% of learners. Many of these learners are known to us and receive support within the classroom.

District Lessons Learned:

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| <ul style="list-style-type: none"> • Numeracy – Grade 4 <ul style="list-style-type: none"> ○ Strengths <ul style="list-style-type: none"> ▪ Double digit subtraction ▪ Expanded form ▪ Explanation and thoughtfulness for some students ▪ Showing their work/strategies | <ul style="list-style-type: none"> • Areas for Growth <ul style="list-style-type: none"> ○ How to structure thinking/responses to communicate mathematical understanding ○ Estimating ○ Rounding decimal numbers ○ Reading graphs ○ Multi-step problem-solving ○ Reading comprehension of instructions |
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Next steps in support of those lessons learned:

- Regulation and connection are foundational to all learning experiences.
- Need to engage students with relevant numeracy experiences (integrate into the common language in the classroom)
- Use the chart *Levels of Support for Numeracy* – focus on regulation the *Why of learning* to address the significant SEL concerns presented with learners.
- Encourage math passports and numeracy stations – scaffolding of numeracy skills to meet diverse needs of learners (meeting kids where they are at).

Student Learning Survey Data

Lessons Learned from data on safety, belonging, adults who care, and feeling welcome

District	Indigenous	All	Students with a Disability
Feel Welcomed	64%	60%	51%
Sense of Belonging	58%	44%	37%
Feel Safe		67%	
Adults who care	78%	61%	65%

Lessons learned from local knowledge

The COVID pandemic has placed an added layer of anxiety on many of our families. Providing a hybrid option of home support learning for those families needing to take care of personal concerns, allowed our students to remain connected to a teacher and class. Children who have a disability (particularly sensory or physical) have been more vulnerable, as health concerns resulted in a greater likelihood of remaining at home during this past year.

Next steps in support of those lessons learned

- Continue to have learning service teachers connected to cohorts and involved with co-planning. Providing release time for teachers to make regular contact with students at home was imperative in making positive connections with both students and families.
- We need to look closer at our school data for each of these areas, particularly to gain a better understanding of how to improve equity and inclusion of those students with greater vulnerability.

Principal Name (Please Print): _____

Staff Representative Name (Please Print): _____

PAC Representative Name (Please Print): _____

Principal Signature: _____

Staff Representative Signature: _____

PAC Representative Signature: _____