



## Framework for Enhancing Student Learning School Plan

### Discovery Elementary School



## Our Story

Discovery Elementary School is a rural community school of approximately 400 students near beautiful Shawnigan Lake. Our Shawnigan community has grown recently as the population from Victoria has moved north, and we now have a diverse socio-economic population. The grounds offer a multitude of outdoor educational opportunities, with a wide variety of biomes, ranging from forested hilltop, to swamp for pond studies, sand pit, forest, and fields. There is of course a ball diamond, soccer pitch, and a wide variety of playground equipment. There is a high level of outdoor educational experiences which take advantage of this unique environment. There is a strong propensity for the Arts with many opportunities for students to show their talent. We pay special attention to ensuring all students are advocated for with a real sense of school community. All staff work collaboratively and take responsibility for the learning and safety, both physical and emotional, of every member of our school community. We embrace the strengths of each individual, and our school-based teams work together to determine a plan of support when this is required to ensure students are successful. Our Parent Advisory Council (PAC) is incredibly involved and supportive and provides the school with a multitude of opportunities for growth, helping us to stay heavily connected to the surrounding Shawnigan Lake community.

### Vision:

Every student, parent, and staff member at Discovery Elementary will strive to be empathetic, considerate, kind to others, self-sufficient, able to work together, be forward thinking and yet be able to have fun.

### Mission:

Discovery Elementary is a positive, safe, and diverse community, dedicated to providing an engaging and meaningful learning environment for all learners. Discovery school community fosters the growth of each child, who will be respectful, productive members of the local and global community, encompassing qualities of the educated citizen.

## Our Learners

Our increasing student population, (this school year 385, next fall projected at over 400), encompasses a wide variety of ethnic and socio-economic backgrounds. The majority of students are Caucasian, with 10% students of Indigenous ancestry, 9.6% of our students requiring individualized programs, learning assistance or behavioral/emotional support.

Some of the quantitative data and observations include DWW, DART, FSA, Student Learning Surveys, report card Data. Street data includes student observation, anecdotal teacher observation, student surveys, etc.

In examining **reading ability** by grade level, the percentage of students that are proficient and/or extending are noted - Grade 1 - 30%, Gr 2- 48%, Gr 3- 75%, Gr 4- 70%, Gr 5- 77%, Gr 6 - 71%, Gr 7 - 61%

In the area of **writing ability** by grade level, writing ability at the level of proficient and/or extending are noted - Grade 1 - 41%, Gr 2- 44%, Gr 3- 45%, Gr 4- 66%, Gr 5- 73%, Gr 6 - 71%, Gr 7 - 68%

As students move through the grades, the overall percentage of students proficient at reading and writing appears to increase.

In **numeracy** report card data, percentages of students showing levels of proficient and/or extending are noted- Grade 1 - 93%, Gr 2- 68%, Gr 3- 68%, Gr 4- 80%, Gr 5- 81%, Gr 6 - 64%, Gr 7 - 76%

In terms of **student engaging** in their own learning report card data suggest - Grade 1 - 87%, Gr 2- 79%, Gr 3- 72%, Gr 4- 81%, Gr 5- 89%, Gr 6 - 75%, Gr 7 - 83%

In terms of students **treating others fairly and respectfully**, report card data indicate -  
 Grade 1 - 95%, Gr 2- 82%, Gr 3- 69%, Gr 4- 78%, Gr 5- 88%, Gr 6 - 83%, Gr 7 - 71%

This year our grade 1 students are the exemplars in this area.

**Our Goals (we have 3):**

- 1. Social Responsibility** - to increase student level of being cooperative, principled, and respectful of others regardless of differences.

**Rationale** - Our school community has shifted over the past few years. There is a significant increase in the number of students who require a wide variety of supports such as behaviour plans, counselling, speech, and academic support, including Individual Education Plans. As a school community we are continuing to support a diverse community of needs. We believe in building connectedness and promoting supportive and positive behaviours. We are also mindful of the ever-increasing access students have to social media and the role this plays in their choice making and opportunity to engage in cyber bullying. We are striving to teach students to be safe, mindful and to have a positive mindset. We are striving towards teaching students to be respectful of our school facilities and playground and the need to develop more ownership and pride in our school.

Strategies/Structures	What:
School wide teaching of code of conduct. Teach Behavioural matrix	Focus on teaching our school community and working with the behaviour/code of conduct. Getting student leaders to demonstrate desired, appropriate behaviour. All adults teaching behavioural expectations in a variety of settings.
Work on Self-Regulation	*We are working on teaching students about zones of regulation, which is a framework to foster self-regulation and emotional control. <a href="http://www.zonesofregulation.com/index.html">http://www.zonesofregulation.com/index.html</a> We foster Growth Mindset strategies and positive thinking, progressive muscle relaxation, and breathing techniques. <a href="https://positivepsychologyprogram.com/growth-vs-fixed-mindset/">https://positivepsychologyprogram.com/growth-vs-fixed-mindset/</a>
-School Based Support Team -IN Ed worker -Counsellor -District itinerants	Our <b>school-based support team</b> meets weekly/ monthly with teachers, and parents to support vulnerable students student. Indigenous Student Support Worker – supporting classrooms and individual students. <b>School Counsellor</b> -working with classrooms teaching lessons using consistent language about self-regulation as well as working with individual students. *We work with <b>District Itinerant teachers</b> as part of our team to support speech, reading, behaviour, deaf/hard of hearing, counsellor etc.
Continue with the multi-age House Team system	*Multi-Age Groups are formed and support positive relationships and comradery throughout the school. We engage in a friendly house league competition throughout the year, to promote unity cooperation and relationship development.
School Celebrations	Celebrate positive accomplishments and role model exemplary behavior in various settings - assemblies, sporting and social events; classroom and school wide

**Performance Indicators:**

- Decrease in number of office referrals (Assess)
- Parent Satisfaction Survey – Ministry data (Grade 4)
- Student Satisfaction Survey – Ministry data (Grade 4)
- Teacher observation

- Report card data (treating others fairly and respectfully)
- See attached data (Appendix A)

**Our Goals...**

**2 Intellectual Development and Student Engagement** – to increase levels of writing and reading proficiency throughout the grades.

**Rationale** - “School educators are charged with improving student achievement and increasing graduation rates. We know that schools that specifically embark on a journey to improve literacy and learning have a better chance of graduating greater numbers of students who are active learners, proficient readers, and fluent writers.” Discovery’s goal is to prioritize literacy as a central mission of our school. Literacy is essential for success in almost every area of life. Literacy is far more than the ability to read and write basic text. Literacy is the ability to read, write, speak, listen and think in order to communicate, and make meaning of increasingly complex print and online texts. If one struggles as a reader or writer, it is nearly impossible to succeed academically. We will continue to implement many of the strategies currently in place and continue to take advantage of collaboration opportunities to ensure this high level of success is maintained.

Strategies/Structures	What:
Review current resources of materials to support home reading program, buddy reading, noisy reading, guided reading, literacy circles	*Teachers will assess what resources we have available, and resources will be purchased on a yearly basis.
Implement a variety of learning/teaching strategies to engage learning around literacy	*Adrienne Gear *Literacy circles *Smart reading strategies *Collaboration time *Buddy reading *Noisy reading *Literacy afternoons *Guided reading lessons that are structured *Well-structured Home Reading Program *Sight words, sound chunks *Team Teaching – based on new curriculum *Think-Pair-Share *Speech Contest – School and District *Centres *Math literacy/math cards *Project-Based Learning Opportunities (based on student interests) *Goal setting activities
Access learning assistant, itinerant services from the District Learning Services department to support academic needs	*Support Learning Assistance Teachers and Resource teachers *Teacher of the Deaf and Hard of Hearing *Speech-Language Pathologist *ELL Teachers *Speech Assistant *District Behaviour Support

**Performance Indicators**

- Teacher Observation
- Reading Levels
- Phonological assessments

- FSA
- DDW
- DART
- Early Success Screen
- Testing alphabet, sounds, sight words
- Student Presentations / Finished Product
- Students teach others what they have learned
- See attached data (Appendix A)

### Our Goals...

**3 Indigenous ways of Knowing**- increase our understanding and knowledge of Indigenous cultural life as we live, and work in the Cowichan Tribes Ancestral territory.

**Rationale** - With the development of the quintessential document, First People’s Principles of Learning, ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. **Learning** is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). It is imperative that we honour the Indigenous People as we work together for the betterment of our children.

Strategies/Structures	What:
Indigenous Elders/Guests	Continue to have Indigenous elders/guest visit the school to teach our students Indigenous cultural practices
Indigenous Educators	Continued support from our local Indigenous Educators/Artists
Fields trips and Projects	Work with our Indigenous Educators on Indigenous projects and explore through field trips

### Performance Indicators

- Increased student understanding of Indigenous ways of life.
- Increased understanding of First People’s Principles of Learning.
- Increased appreciation of all cultures

### Our story is beyond . . .

Two tales of Discovery Elementary students –

For years, primary students at Discovery Elementary School have been visiting Ecovillage. The Ecovillage goal is to educate, inspire and transform by co-creating a thriving learning community and permaculture demonstration site. Sustainable well-being for the land, ourselves and our worldwide village. Discovery Elementary school worked with the folks from the Ecovillage and build a Cobb oven at discovery Elementary, for students to bake things at school. All students at discovery were involved with the building of the Cobb oven and were proud of their accomplishment.

Our grade two class this year got so heavily involved with the importance of recycling that their teacher and her students cocreated a beautiful mural art piece that combined recycled plastics with a Coast Salish nature theme. It was so well done that the Royal BC Museum in Victoria had the art piece on Display. It now is now proudly on display in its home at Discovery elementary, where our environmental stewards/artists reside.