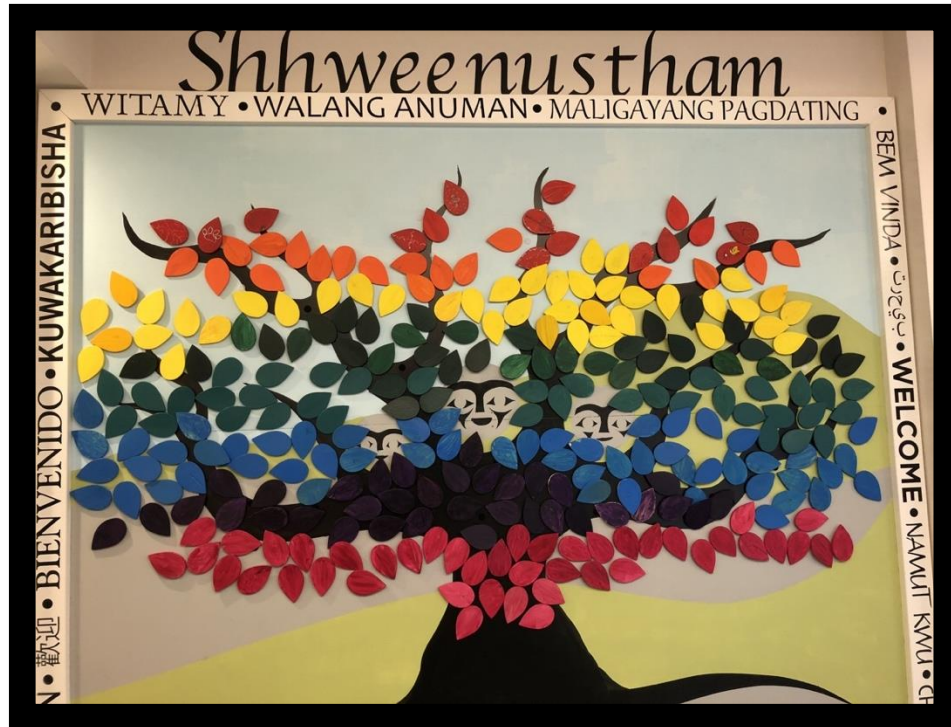




Framework for Enhancing Student Learning School Plan

DRINKWATER ELEMENTARY SCHOOL





Our Story

Drinkwater Elementary school has a current enrolment of 368 students from kindergarten to grade 7. The students are organized into 18 divisions. On site, we have a Strong Start and a preschool program, with whom we work closely.

The school is situated in a residential area. Most students get to and from school by foot, bicycle, or car. The student population is culturally and ethnically diverse, with representation from over 24 countries, increasing students' awareness of other cultures and languages. 12% of our students are in the MOE special education category and 7% self-identify as Indigenous. We celebrate our culturally, linguistically, and economically diverse population as a true neighbourhood school, where all families are honoured. We revel in the connections we have created and developed in our community.

One of the positive characteristics of our school is our strong unified staff that develops deep relationships that foster an inclusive, connected, supported, diverse community of learners. We are collaborative and progressive thinking regarding pedagogy; pedagogy which is evident by our thriving programs (Challenge based inquiry classrooms, and literacy focus). As a school community we are all learners -parents, staff, students.

Drinkwater has developed valuable partnerships. We are a designated site for international students, these students are welcomed and quickly become contributing members of our school. Drinkwater has also partnered with VIU and has been an integral part of the embedded teaching program.

Our Learners

In literacy skills, we used DART, DWW, FSA, PM Benchmarks, and street data to determine our strengths and stretches. We determined that 40% of our learners are emerging/developing in literacy skills in the areas of speaking, reading, writing, and representing 60% of our Indigenous learners, have been identified as emerging/ developing in all academic areas including Literacy. A strength identified by our students is that 91% of our grade 4's believe they are putting in their best effort to learn literacy skills. Noticed in our kindergarten and grade 1's that a strong focus in oral language development has closed the gap between 'at risk' and 'proficient' learners. Participation in district wide and provincial based programs is keen and many of our students have benefited from the Young Author's challenge, Drama challenge, writing contests, and Red Cedars program. We have many students perform well and place in these programs.

Our learners share a deep connection with each other, staff, and community. Empathy and compassion are witnessed daily. Drinkwater's learners are caring, active, supportive, friendly, helpful, social, accepting, inclusive and want to do well. These energetic learners are learning

how to regulate, transition and develop healthy boundaries. Learners at Drinkwater work well in groups and partners as they learn together and from each other. They are curious about their world and often connect to the real-world in multiple ways. Learners are needing to develop social-emotional skills as they learn to negotiate the world around them. Our teachers have noted that our learners have increased anxiety and there has been an increase to counselling referrals. There is a need to increase our use of trauma informed practices to help support the social-emotional development of all our learners.

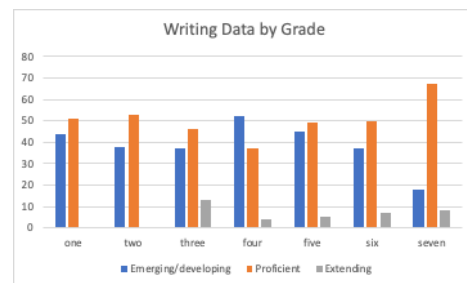
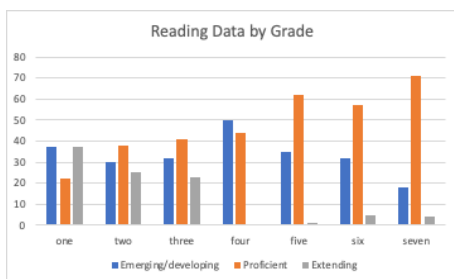
Student engagement and ownership of learning is another stretch that was identified by the staff. These stretches were identified in both street data and in the results of the Student Learning Survey. We used the following questions to determine the stretches: I am happy at school; Do you like school; I try my best in Language Arts and Social Studies; Do you feel you have a choice about what you are learning? The percentages for these answers range from 18 % (choice for learning) to 91 % (in trying my best).

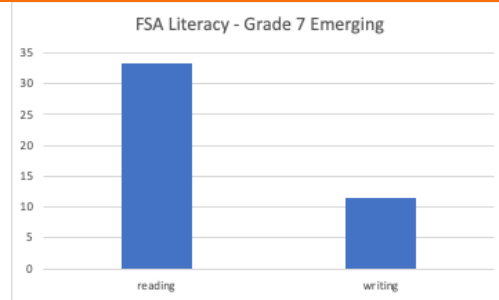
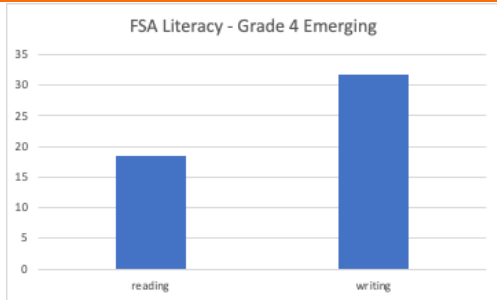
Our Goals

We are developing competent, agile learners who are creative, critical, and social thinkers. Within the curriculum and inclusion umbrellas we will be enhancing the success of our students by focusing on the foundations of literacy while creating well designed, profoundly personalized, learner-centered, inclusive, and social environments. Based on the District Strategic Plan and our school stretches, we have developed the following goals

GOAL #1: LITERACY:

- A) To improve the literacy achievement by at least 10% in our learners who are achieving at the developing/emerging level.
- B) To improve the literacy achievement by at least 20% of our Indigenous learners who are achieving at the developing/emerging level.





STRATEGIES/ACTIONS

Universal:

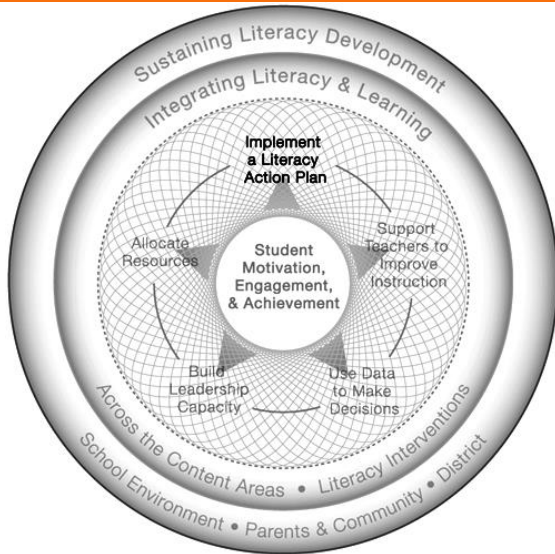
- As a staff, we will review our instructional practices around literacy. Practices will be shared, modelled (when arranged) and reviewed upon to begin the process of building a greater instructional capacity through effective use of PLC time and teaching teams.
- We will be working as a staff to improve literacy pedagogy by learning and supporting each other about various reading supports and programs (Kilpatrick, Heggerty, Road to Reading, Road to the Code, Bridge the Gap, SMART learning).
- Increased focus on oral language development.
- There will be efforts to make learning tasks more authentic and meaningful for students.
- Class reviews to identify class strengths and areas which need additional support.
- Regular assessments at every grade level.
- Reorganize staff to meet the needs of our students.

Targeted:

- Co-teaching within classes targeting specific literacy needs.
- Small group instruction within classes targeting specific literacy needs.
- Sharing of personal professional development with team teachers and/or whole staff.
- Ongoing assessment of literacy skills.

Intensive:

- Learning services offering support to staff and students to address specific learning needs and work with individualized interventions.
- Ongoing assessment of literacy skills.



Irvin, Judith et al. Taking action on Student Literacy, 2007

EVIDENCE

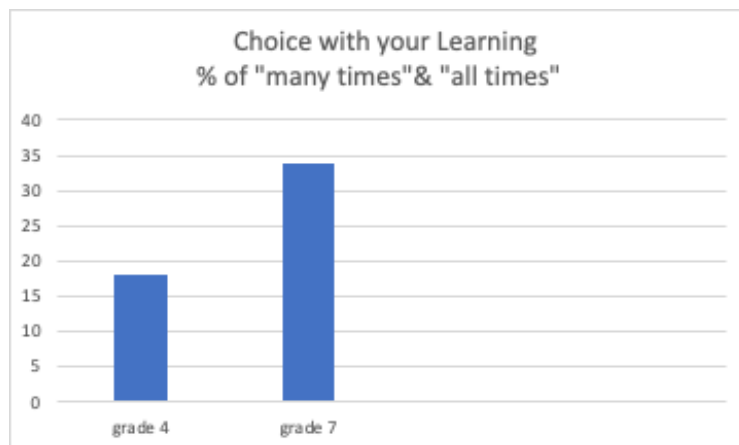
Evidence of the learning taking place will be collected via:

- District data tools such as ESS, DART and DWW.
- Ministry data tools such FSA.
- School data tools such as learning summaries, PM Benchmarks, Words their Way, San Diego, and other assessment tools.
- Student voice through self-assessments.

GOAL #2: SOCIAL-EMOTIONAL:

A) 60% of our learners will recognize that they have choice in their learning.

B) A decrease in Counselling referrals by 5%.



STRATEGIES/ACTIONS

- There will be efforts to make learning tasks more authentic and meaningful for all learners.
- Explicitly offering choice in learning within classrooms and school environment through the challenge-based inquiry programs, ADST and project-based learning.
- Regular self-assessment of the core competencies.
- Utilize CALM and EASE programs throughout the school.
- Celebrate and showcase individual learning within the school and community.

EVIDENCE

Evidence of the growth taking place will be collected via:

- Student learning surveys
 - We would like to see the first three questions that we have identified from our Learning Survey show an improvement to 90-95% and an improvement to at least 60% for choice in learning.
- Self-assessments of core competencies.
- Counselling case load.

Our story is beyond . . .

Our school has a voice. That voice is heard within the school itself and in the community in multiple ways. One way is to have a part in designing our physical building. One is to participate and interact with our school community. Another is to use their voice to take action to change their world.

Within our building, students helped to design spaces to be more inclusive and welcoming. Our hallway now has a tree with all students recognized on it, surrounded by the languages of our students welcoming all to our building. Students want to take pride in our building and worked to suggest ways to update our bathrooms to encourage all to look after them.

Our school community is one of participation. Students are encouraged to take an active part in recognizing problems and devising their own solutions to solve them. This year, running in our courtyard resulted in some minor injuries and our older students recognized this as a problem. They gave themselves a challenge to help solve this. They worked in groups to present ideas, eventually creating signs and videos to encourage everyone to slow down. It

worked! Our intermediate classes are leaders in our school community to support and model learning behaviours to our younger students

Our students have made their mark in the community as well. Their mark has been evident from art projects that reflect the Coast Salish art displayed in a museum, visits with local, provincial and federal government to learn and share ideas, to our kindergarten's recognizing the medical professions' role in keeping us safe.

Some other examples in our school of how students connect with the community are also: the Young Entrepreneur program, salmon program, Terry Fox Run, Jump Rope for Heart, creek exploration and maintenance, local farm visits and recreational sports such as skating and swimming.

Growth mindset principles are explicitly taught and encouraged in all our classes which is evident in the way our students choose to be involved and how they interact with each other. Our students are helpful and kind.

Everyone's voice is valued.