

# **Douglas Elementary**

## School Plan Framework 2023-2024



## Douglas School Planning Framework

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Preface

## **Philosophy of Inclusion**

Douglas School and the Rolling River School Division planning and programming is guided by the Manitoba Philosophy of Inclusion:

*Manitoba Education is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.*

Source: Appropriate Education Programming in Manitoba: Standards for Student Services (2006). Manitoba Education and Training (page 1)

## Message from the Principal of Douglas Elementary

Dear Rolling River School Division Community,

The Douglas School 2017-2024 Strategic Plan is the blueprint to support the goals of our school as we work towards continuous improvement. The plan has been extended from 2021 to 2024 to reflect the time we spent during COVID.

The contents of the Douglas School Plan have been prepared with the current staff with input from all stakeholders in accordance with its responsibilities under the Public Schools Act, The Education Administration Act, Standards for Student Services, and the Truth and Reconciliation Commission (TRC) recommendations.

In spring of 2023 the school staff met to formalize our school goals. In the fall of 2023, we continue our work at the school level in conjunction with the work done at the divisional level. The school goals are highly aligned with those of the division and province.

The Douglas School educational priorities are categorized into the following four areas for planning purposes:

- Health and Well Being
- Cultural Proficiency
- Literacy
- Numeracy

The four educational priorities in Douglas School are connected in the best interest of each individual student. Our school community places a very high priority on health and well-being as a basis for all learning within our school environment. The staff are cognizant of the needs of our children in this area and use this as a springboard to support them in the other goal areas.

In Douglas School we support our children in any way we can to make their school experience a positive one. We work to enhance the skills of the children, help in areas needing growth and work with the families to help our students as they grow and move into the future.

Douglas School staff works with families, students, and the community to educate children in the 21<sup>st</sup> century. The literacy and numeracy skills of the students are paramount in their school day. We are working constantly to infuse health and well-being into the school experience and are working towards better cultural proficiency among both students and staff in our school. The staff meet regularly as part of this strategic plan to adjust, add, or remove things to support best practice within our school.

As we move into our 2023-2024 school year, the staff will again take time to re-visit this plan, reflect, and adjust the plan to takes steps towards student absenteeism. The data collected through assessments, surveys and other collection methods will help impact next steps as we look to the future of our school.

Principal – Mrs. Lindsay Judd Hill

# Stakeholder Involvement

**“It takes a village to raise a child”** is a proverb that clearly states the whole community (in addition to parents and family members) have a role to support the growth and development of its children and youth. When schools, parents, families and communities work together to support learning, students experience increased academic success, attend school more regularly, are more engaged and pursue pathways to post-secondary education (NEA Education Policy and Practice Department).

The following information identifies domains for stakeholder involvement and describes specific actions undertaken in Douglas School.

Domains for Parent/Stakeholder Involvement	Actions Undertaken in Douglas School
Parenting: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of our students.	<ul style="list-style-type: none"> <li>• Workshops for parents on topics that parallel school priorities by RRS</li> <li>• Elspeth Reid and CATC PPP Parenting programs information shared with our families via newsletter</li> <li>• Divisional Social Worker</li> <li>• Divisional Early Childhood Coordinator Programming</li> <li>• Regional Health Preschool Programming</li> </ul>
Communicating: Utilizing and creating 2-way communication channels between home and school.	<ul style="list-style-type: none"> <li>• PowerSchool to communicate student learning/achievement toward Manitoba Curriculum outcomes.</li> <li>• School Messenger for announcements by phone, text or email</li> <li>• School phone system with extensions for all staff given to parents</li> <li>• Use of teacher email allows for easy parent and teacher communication</li> <li>• Use of agendas for all K to Grade 6 families for regular communication</li> <li>• School Website Calendar is updated regularly to allow parents real time event information</li> <li>• Monthly calendar sent to families as a by email</li> <li>• On-line programs Zoom, Teams</li> <li>• Douglas Instagram page to highlight events.</li> </ul>
Volunteering: Parents and community members are welcomed as volunteers and audiences in school.	<ul style="list-style-type: none"> <li>• School breakfast program invites all parents and community members to join us each week to prepare and serve breakfast</li> <li>• Numerous opportunities for parents to join classes on field trips including outdoor education.</li> <li>• Parents invited into our school to share talents and build relationships. (Outdoor ed. skills, dream catcher making reading and other artwork creation, farming expertise)</li> </ul>
Decision Making: Include students, parents and stakeholders as participants in school decisions and advocacy activities.	<ul style="list-style-type: none"> <li>• Parent Advisory Council (DACSL- Douglas Advisory Council for School Leadership) – School priorities shared with parents who attend the meeting.</li> <li>• Continued implementation of Tell Them from Me Survey which supports “student voice” and “parent voice”.</li> <li>• Budget process allows for community involvement</li> </ul>
Community Collaboration: Coordinate resources and services for students, families, and community groups to include agencies, business, cultural organizations, and post-secondary institutes.	<ul style="list-style-type: none"> <li>• Attendance at community meetings including staff member on the Douglas Recreation Association.</li> <li>• In partnership with community use extra-curricular programs and facilities to provide additional opportunities to students and foster relationships that keep students connected. (skating rink, curling rink)</li> <li>• Partnership with RM of Elton for our 7/8's to help keep the community clean.</li> <li>• Breakfast donation partnerships with families, businesses, community groups</li> </ul>

# Douglas School - Vision, Mission, Beliefs and Priorities

**Our Vision:** At Douglas School, we are working to provide a learning environment that is a comfortable, safe, and positive place to be for students, parents, and staff. To this end we have established the following goals:

- Meet individual learning needs
- Provide a safe, secure, and nurturing environment
- Prepare students to become responsible members of the school and community

## School Mission

Douglas School's mission is to inspire learning and support children to be the best they can be within a caring and safe environment.

## School Division Mission

- Rolling River School Division, in partnership with parents and community,
- provides a quality education, within a safe and caring learning environment,
- encouraging personal excellence, with dignity and respect for all. Rolling River
- School Division commits to graduating students who have the knowledge, skills
- and values that empower them to contribute positively and meaningfully in an
- ever changing local and global community.

## School Division and School Beliefs

We believe:

- All students can learn and achieve success.
- All students are unique and learn in different ways.
- All students are valued for their individual gifts, talents, and diversity.
- All students can conduct themselves in an ethical manner.
- All students can positively influence their world.

## Priorities

- Excellence in Education \* Healthy Living \* Sustainable Future \*Community Partnerships
  - Cultural Proficiency

# Douglas School Geographic and Demographic Profile

## School Profile

Douglas School is located off #1 highway about 20km east of Brandon in south-western Manitoba. Our growing K-8 school population of 96 is mainly bused with only 7 current students residing in the town-site of Douglas. We have about 1/3 of our families who would be considered EAL learners. Over the last year our population has increased from 83 to 96.

## Strengths:

- Commitment to inclusion
- Long-standing practice of ensuring that students have equitable access to technology within the school curriculum and providing support to staff in the integration of that technology into their instructional plans to accelerate learning
- Providing leadership to improve instruction and student learning
- Consistent and dedicated staff and administration
- Dedicated parent council are supportive of school programming and the school in many ways
- Proximity to Brandon, Shilo and Spruce Woods Provincial Park allows us to access educational experiences to support the curricular outcomes for our students.
- Cultural Diversity of our school
- Equitable access to all school trips and activities
- School-Wide Breakfast program

## Challenges:

- Early Development Instrument (provincially mandated screening of kindergarten students based on presentation at school entry) continues to indicate a majority of our students are not ready for school in several areas.
- Socioeconomic factors play a role in the learning gap for some students
- Increase number of parents that are involved in school community

**b). School Staffing Profile**

<b>Full-time Equivalents</b>	<b>No.</b>
Principal	0.5 Lindsay Judd Hill
Vice-Principals	
Teachers	5.975
Counsellor	.375 Lindsay Judd Hill
Resource Teachers	.4 Elana Loewen
Teachers supporting special needs low enrollment classes	
Educational Assistants	3 EA's 1 vacant position
Speech Language Pathologists	RRSD
Occupational Therapists	Referral to RHA
Physiotherapists	Referral to RHA
Social Workers	RRSD
Other Professional Staff (specify) School Psychologist	RRSD

a. Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Aboriginal students

<b>Disaggregation</b>	<b>No. of Students</b>	<b>Percentage of Student Population</b>
English as an Additional Language	15	16%
Self-declared Aboriginal	8	8.3%

Total Student Enrollment on September 30<sup>th</sup>, 2023: 96



## School Planning

Douglas Elementary

2023-2024

### Priority Domain(s): Mental Health and Well Being

**Goal:** By June 2024, 90% of our students will demonstrate positive self-regulation on a regular basis.

#### Current Level of Performance:

- At the end of June **2023**, we had 80% of our students demonstrating good self-regulation and did not require regular "incident reports" that warranted a written documentation from lunch and recess that required routine process under the school code of conduct. (Less serious i.e. throwing snow, rough play)
- At the end of June **2022**, we had 85% of our students demonstrating good self-regulation and did not require regular "incident reports" that warranted a written documentation from lunch and recess that required routine process under the school code of conduct. (Less serious i.e. throwing snow, rough play)
- At the end of June **2021**, we had 81% of our students demonstrating good self-regulation and did not require regular "incident reports" that warranted a written documentation or regular "yellow card reports" from lunch and recess that required routine process under the school code of conduct. (Less serious i.e. throwing snow, rough play)

**Performance Targets:** By June 2024 we will have 90% of our students demonstrating frequent positive self-regulation.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? Data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
2024	<ul style="list-style-type: none"> <li>* We Thinkers Program in grade 1/2</li> <li>*Multiage activities within the school</li> <li>*Relationship building through school-wide activities</li> <li>*Extracurricular activities, sports, fun nights,</li> <li>*Identify and support at risk students at staff meetings (SOS)</li> <li>*Guidance and social work support as needed for students</li> <li>* Use of regulation plans.</li> <li>*Use of Zones of Regulation Programs in classrooms</li> <li>*Use of PAX</li> <li>*Use of conflict cards for conflict resolution</li> <li>*UDL Model of teaching in the school, all staff have had some training</li> <li>*Classroom learning environments changed to accommodate better self-regulation for our students.</li> <li>*School Wide Breakfast program/snack and lunch program for some</li> <li>Increase in guidance support for the 2022 2023 – 2023 – 2024 school year</li> <li>Roots of Empathy</li> <li>Speak up – Mental Health Literacy Program</li> <li>Kids Help Line info in every class</li> <li>Trauma informed MRLC Staff PD</li> </ul>	<ul style="list-style-type: none"> <li>- Less recess office referrals</li> <li>- School tracking of PAX system in classrooms that use it.</li> <li>- Annual completion of Tell Them From Me Survey.</li> <li>-Less incidences recorded by principal</li> <li>-Qualitative data from teachers and EA's</li> </ul>	Ongoing with updates for staff	<ul style="list-style-type: none"> <li>- Teachers and EA's on duty to monitor and help kids be successful.</li> <li>- Principal to keep track of all incidents</li> <li>- Guidance and Divisional Social Worker to work with students to coach and lead appropriate behaviors.</li> </ul>	85% of our students demonstrated good self-regulation on a consistent basis in 2021-2022 (Improvement of 4% from previous year)	More clear goal now as % known for discipline moving forward. Change goal to be just self-regulation, not related to discipline referrals and behaviors
Professional Development needs	More training on school refusal and anxiety.					

### **Priority Domain(s): Aboriginal Perspectives within Cultural Perspective**

**Goal:** By June 2024 100% of students in Douglas Elementary will demonstrate several examples of understanding of First Nations, Metis, Inuit (FNMI) content and ways of knowing in curriculum so **all** learners have knowledge and appreciation of the unique contributions of FNMI peoples in Canada.

**Current Level of Performance:** All Douglas school classrooms are using regular curriculum content taught around aboriginal perspective. June 2023 showed significant growth in teacher planning and infusion of indigenous culture in their lessons.

**Performance Targets:** By June 2024 100% of the students at Douglas Elementary School will continue to demonstrate multiple examples of understanding of the aboriginal culture.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? Data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
2024	<ul style="list-style-type: none"> <li>* Staff to use several multi-age lesson focused on aboriginal culture and teach it.</li> <li>* Indigenous cultural infusion into P.E. classes.</li> <li>* Indigenous levelled guided reading books and large collection books in the library</li> <li>* addition of Buffalo Drums in the music program</li> <li>* Classroom read-a-louds will focus on aboriginal content and stories.</li> <li>* Sharing of current events around aboriginal issues in Canada.</li> <li>* Truth and Reconciliation publications posted and shared with students and staff.</li> <li>* Inviting aboriginal leaders, artists and Elders to work with our students.</li> <li>* First Nations Kindergarten Document.</li> <li>* Teachers learned cultural traditions</li> <li>Mamahtawisiwin – PD by MRLC</li> <li>* Continue field trips around cultural content.</li> <li>* Recognize "Orange Shirt Day" and teachings that surround it.</li> <li>* Acknowledge and honor the Day of Truth and Reconciliation</li> <li>* visits and education by Knowledge keeper Debbie Huntinghawk</li> <li>* Treaty Education for all staff</li> </ul>	<ul style="list-style-type: none"> <li>- Observations,</li> <li>- class projects</li> <li>- assessments to measure outcomes.</li> <li>- TFM Survey question "Are you taught about Aboriginal People in your classes?"</li> <li>* Douglas Hawk and Feathers to visualize our experiences on the cultural awareness bulletin board. Each year will be represented with a different color of feathers.</li> </ul>	<p style="text-align: center;">Monitor throughout the school year. (central list of activities/strategies used by staff.)</p>	<p style="text-align: center;">Principal to compile list and share/offer feedback to staff.</p> <p style="text-align: center;">Teachers to measure student outcome achievement and share with Principal to collate school data.</p>	<p style="text-align: center;">In June 2023 100% of Douglas students were exposed/studied First Nations culture in curricular courses and were able to show understanding.</p> <p style="text-align: center;">We had a large increase in experiential learning experiences around indigenous culture</p> <p style="text-align: center;">Tell Them from Me data shows 97% Recognized being taught about Indigenous Culture</p>	
Professional Development Needs: More resources to find cultural experiences for the students						

## Priority Domain(s): Literacy

**Goal:** By June of 2024 80% of students will be reading and writing at a level 3 or 4 (good or excellent understanding and application) according to the provincial report card.

**Current Level of Performance:** Student Data pulled from June Report Cards who have a 3 or 4.

June	Reading	Writing
2017	88.4%	82.6%
2018	94%	94%
2019	94%	95.7%
2020	92.4%	83.5%
2021	76.8%	62.2%
2022	76.7%	70.0%
2023	76.8%	63.2%

**Performance Targets:** By June 2024, 90% (Reading), 90% (Writing) of Douglas students in grades 1-8 will achieve a minimum of a 3 (good understanding and application of reading and writing) on the provincial report card scale.

\*\*\*\* The drop in scores from 2020 to 2021 are attributed to a change in the criteria used to put students on Individual Education Plans In the 2019-2020 School Year there were 15 students on IEPs for Literacy. After the criteria changed in 2020-2021 there were three students on IEPs for literacy . So 18% went from achieving 3's and 4's on reports cards with IEPs to 1's and 2's as they were now being assessed on their grade level outcomes. This would account for the significant drop in achievement.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? Data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
2024	<ul style="list-style-type: none"> <li>- Clearly articulated outcomes/exemplars explained to students prior to lessons</li> <li>- School teams will discuss all students, focus on challenges and next steps to support students</li> <li>- Building academic vocabulary in all content areas</li> <li>- Using Graphic organizers to support comprehension</li> <li>- Reading recovery</li> <li>- Levelled guided reading groups established</li> <li>- Leveled literacy support teacher</li> <li>- Adjust classroom strategies based on Lit support collaboration with classroom teachers</li> <li>- Literacy rich resources for schools</li> <li>- Adaptive Technology</li> <li>- Speech Language supports</li> <li>- Using Morning Meeting" to develop oral language communication skills.</li> <li>- Recovery learning for literacy</li> <li>- Orton Gillingham Training/use for Phonemic awareness for K, 1/2, 3/4 and resource.</li> <li>- Haggerty Training for Kinder Teacher</li> <li>- Barton Program for further skill development</li> </ul>	<ul style="list-style-type: none"> <li>- F and P Data collected continuously to measure student growth and to adjust teaching as necessary</li> <li>- Running Records</li> <li>- Resource referrals</li> <li>- Literacy wall discussions</li> <li>- PAWS writing assessments</li> <li>- Provincial Data in Grades 3 and 8 collected and analyzed.</li> <li>E.Y.E. Teacher Assessment for tier 2 and 3 students</li> <li>-Speech Data</li> <li>Report Card data mined from Powerschool</li> </ul>	<ul style="list-style-type: none"> <li>- Data collected in June each year.</li> <li>- Ongoing formative assessment and feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher running records</li> <li>Resource teacher - Literacy wall monitoring</li> <li>- Arrange time for routine monitoring of data</li> <li>- Lit data and resource data to inform instructional groupings</li> <li>Principal - to check provincial data.</li> </ul>	June 2023 – 76.8% Reading and 63.2 % Writing met the goal of a 3 or 4 on the June report card.	Revised goal
<b>Professional Development Needs:</b>	Grade groups, Orton Gillingham for grade 5/6 teacher, MRLC writing PD for grade 7/8					

**Priority Domain(s): Numeracy**

**Goal:** By June of 2023 90% of students will achieve a level 3 or 4 (good or excellent understanding and application) according to the provincial report card on all 3 general outcome categories.

**Current Level of Performance:** Percentages of students with 3 or 4 on June report card:

	<b>Knowledge and Understanding</b>	<b>Mental Math</b>	<b>Problem Solving</b>
2017	89.5%	76.8%	76.8%
2018	94%	84%	86%
2019	88.5%	85.7%	82.8%
2020	86%	74.7%	77.2%
2021	80.5%	78.0%	74.4%
2022	83.7%	83.7%	76.7%
2023	80.0%	77.9%	74.7%

**Performance Targets:** By June 2024, Douglas students in grades 1-8 will achieve a minimum of a 3 on the provincial report card in the following math categories. 90%+ Knowledge & Understanding, Mental Math 87%, Problem Solving 80%

\*\*\*\*\* The drop in scores from 2020 to 2021 are attributed to a change in the criteria used to put students on Individual Education Plans

six students to three students on IEPS

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Timelines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
2024	<ul style="list-style-type: none"> <li>- Articulate outcomes to make them visible to students</li> <li>- Routine monitoring of student progress to provide additional support in a timely manner.</li> <li>-Grade 5-8 MRLC work</li> <li>-use of technology that can be used at School or at home (Mathletics School subscription)</li> <li>- Guided math instruction</li> <li>- Hands on learning with manipulatives</li> <li>- Centers used for math instruction</li> <li>- Math word wall, communication</li> <li>- Ongoing communication between 7/8 and Grade 9 teachers including transition meetings</li> <li>- Build teacher capacity "For, of, as" learning through PD.</li> <li>-Recovery learning for Numeracy</li> <li>-Carole Fullerton PD and Problems Solving Resources.</li> <li>-MB ED Grade eight problem solving documents <ul style="list-style-type: none"> <li>• Addition of grade 3,4 training of MRLC</li> </ul> </li> </ul>	<p>Provincial assessments in grade 3+7</p> <p>Report Card data collected and analyzed each term.</p> <p>Grades 4/5/6/7/8 complete year end MRLC assessment</p>	<ul style="list-style-type: none"> <li>- Ongoing throughout the year in math class</li> <li>-3 times a year for report card analysis</li> <li>- Ongoing Formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>-All teachers with coach</li> <li>Gr. 5/6 teacher and admin and now 7/8 teacher also</li> <li>-7/8 math teacher helps out with tech; secretary keeps up with subscription</li> <li>7/8 teacher and Gr. 9 teacher</li> <li>teachers and admin</li> </ul>	<p>June 2023 - 3 or 4 on report card:</p> <p>Knowledge &amp; Understanding 80%</p> <p>Mental Math 77.9%</p> <p>Problem Solving 74.7%</p>	
<b>Professional Development Needs:</b>	Gr. 5/6/7/8 teachers to work with MRLC team on improving math instruction. Training for grade 3/4. Resource Teacher Trained to use new math competency assessment.					