

# Elementary School Plan for Student Success



**Dormick Park  
Elementary School**

**Team Members:** Mrs. Lisa Lainchbury, principal. All teaching and support staff. Parent representatives: Elissa Toews, Sian Kirton, Nicole Giesbrecht, Tiffany Zarecki.

## School Context

<http://dormickpark.sd34.bc.ca> <http://discoveryourschool.gov.bc.ca/content/dormick-park-elementary>

## Inquiry Question

How can we improve our students behaviour?

Smart Goal: By May 2018 100% of our students will be Fully Meeting Expectations in Social Responsibility.

## Rationale

We want all students to feel safe, secure, and able to make positive behavioural choices at school. To be measured with Social Responsibility Performance Standards Rubric. The following indicates the percentage of students who are Fully Meeting or Exceeding Expectations in the following areas:

Contributes to Classroom – 81%  
Problem Solving – 72%  
Values Diversity – 81%  
Exercises Rights – 73%P

Strategies

Leadership/Teamwork

Professional Learning and

Progress and Impact

		Responsibilities	Resources	on Student Achievement
Tier One Strategies: <i>All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.</i>	<ul style="list-style-type: none"> <li>- early morning meeting and check in on zone</li> <li>- talk about positives/negatives about previous day (what worked / what didn't)</li> <li>- school values</li> <li>- expectation rotation</li> <li>- Gotchas</li> <li>- Virtues</li> <li>- Morning Meetings</li> <li>- Mindful Breathing</li> <li>- weekly assembly</li> <li>- common language</li> <li>- self regulation strategies</li> <li>- zones of regulation</li> <li>- Second Step Program</li> <li>- Friendship Circles</li> <li>- Self Managers</li> <li>- behaviour management system in the classroom</li> <li>- read alouds/ discussions on social responsibilities</li> <li>- Peer Mediators</li> <li>- talking circles</li> <li>- Classroom Currency</li> <li>- morning basketball</li> <li>- breakfast program</li> <li>- recess races</li> <li>- Bearcats at lunchtime</li> <li>- Abby Christian kids for reading</li> <li>- Bakerview readers</li> <li>- sensory breaks</li> <li>- Physical Activity (DPA, PE, Heavy Lifting)</li> <li>- Nutrition (Breakfast Program, Fruits and Vegetables, milk)</li> <li>- Breakfast Program</li> </ul>	Admin: <ul style="list-style-type: none"> <li>- creating systems and implementing them</li> <li>- making sure ALL staff is aware and informed</li> <li>- orientation package for new employees/staff</li> <li>- Afternoon coffee service by leadership students</li> <li>- orientation packages for new students and families of expectations</li> </ul> Admin: <ul style="list-style-type: none"> <li>- thinking paper</li> <li>- relatable consequence</li> <li>- similar consequences need similar behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Second Step</li> <li>- Mind Up</li> <li>- Sheila Neufeld (Restorative Justice Worker)</li> <li>- Zones of Regulation</li> <li>- Daily 5</li> <li>- Have you filled a Bucket?</li> <li>- calm kit</li> <li>- children's literature</li> <li>- social stories/ oral storytelling</li> <li>- DPA</li> <li>- Bounce to the bell</li> <li>- quiet spots/ carpets</li> <li>- music</li> <li>- no fluorescent lighting</li> <li>- standing tables</li> <li>- Calm, Alert and Learningreaaa</li> <li>- Professional development</li> <li>- executive functioning workshop</li> </ul>	<ul style="list-style-type: none"> <li>- Decrease in office referrals.</li> <li>- less in class disruptions</li> <li>- calmer baseline for students; greater ability to calm themselves when upset</li> </ul>
		Staff: Staff: <ul style="list-style-type: none"> <li>- school based team</li> <li>- sharing responsibility of students</li> <li>- staff working together to develop programs to help students</li> <li>- specific pull-out groups/programs targeting behaviour</li> <li>- re-teach</li> <li>- Classroom Teachers</li> </ul>		

		<ul style="list-style-type: none"> <li>- Youth Care Worker</li> <li>- LSS team</li> <li>- implementation</li> <li>- review 2-3 times a year of systems and expectations (students and staff)</li> <li>- reflection for staff on how we are doing (what's working what is not)</li> <li>- modeling school values</li> <li>- staff bucket filling ("fill my bucket!!")</li> <li>- facilitate reflection</li> <li>- communication with parents</li> <li>- school based team</li> </ul>		
Tier Two: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress	<ul style="list-style-type: none"> <li>- pre-corrects</li> <li>- regular check-ins</li> <li>- furniture in the classroom</li> <li>- frequent walks/ breaks</li> <li>- lighting</li> <li>- focus on relationship building</li> <li>- small group work (friendship/behaviour skills)</li> <li>- transition support (timers)</li> <li>- School based team</li> <li>- frequent movement breaks</li> <li>- noise reduction devices</li> <li>- Roots of Empathy</li> <li>- Paws for Reading</li> <li>- intergenerational ballet</li> <li>- fidget toys</li> <li>- calming down strategies</li> <li>- YCW</li> <li>- Big Brothers Big Sisters</li> <li>- Counselling</li> <li>- sensory breaks</li> <li>- Nutrition</li> </ul>	- As above		-calmer baseline for students; greater ability to calm themselves when upset
			<ul style="list-style-type: none"> <li>- Superflex Social Thinking - social skills and flexible thinking program</li> <li>- -Ross Green - Collaborative Problem Solving</li> </ul>	-

Tier Three: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.	<ul style="list-style-type: none"> <li>- Behaviour Intervention Plan</li> <li>- designation and IEP</li> <li>- EA support</li> <li>- YCW support</li> <li>- heavy work-</li> <li>- safety plan in place</li> <li>- parental communication</li> <li>- frequent breaks</li> <li>- calm down room</li> <li>- sensory breaks</li> <li>- outside support (school counselor, speech, etc. based on SBT recommendation)</li> </ul>	<ul style="list-style-type: none"> <li>- As above.</li> </ul>	<ul style="list-style-type: none"> <li>- DBT workshop (Dialectic Behaviour Therapy)</li> <li>- CPI training (Crisis Prevention Institute)</li> <li>- CBT workshop (Complex Behaviour Therapy)</li> </ul>	<ul style="list-style-type: none"> <li>- calmer baseline for students; greater ability to calm themselves when upset</li> </ul>

Progress and Impact (How do you know?)



STUDENT  
SUCCESS



OPTIMIZED  
RESOURCES



ENGAGING  
OPPORTUNITIES



PROGRESSIVE  
WORK FORCE

**Connections to the Aboriginal Enhancement Agreement.**

1. Reading Success for each child
2. Cultural Awareness and pride
3. Increased sense of belonging

1. Reading

- Continue support by Aboriginal Cultural Support Worker.
- Tracking student behaviour of Aboriginal students via office referrals
- Celebrate successes in students' progress.

2. Pride

- Tracking student participation in regular school events – 'One mind, one heart'. – Positivity and patience in working in a school community to contribute to a positive and loving environment.
- Special Aboriginal events used to promote a sense of pride, while focusing on school values

3. Belonging

- Student participation in leadership – ie; assembly welcome
- Regular information ie; articles, blogs, presentations sent to staff
- Positive friendships with other students, peer support.
- Work with students as above to increase attendance
- Self-regulation and PBS professional development at staff meetings to increase student engagement.

**Connections to the Elementary  
Operational Plan**

1. Early Learning
2. Grade Three reading imperative
3. Student Social and Emotional Learning

1. Early Learning
  - Second Step, Strong Start, Preschool aged information sessions
  - Regular information ie; articles, blogs, presentations sent to staff
  - Looking at data to guide decisions – rubrics, report data, behavior forms
  - Provide opportunities for student leadership – leadership committee, school events, buddy classes, connecting with Strong Start
  - Creating a schedule that supports collaboration and intervention for struggling learners
2. Grade Three reading imperative
  - Looking at data to guide decisions – rubrics, report data, cognos and reporting data
  - Regular communication to parents.
3. Student Social and Emotional Learning
  - Self-regulation and PBS professional development at staff meetings
  - Early intervention and connecting parents to the school community by hosting information evenings: The Dolphin Way, Calm, Alert and Ready to Learn, Self-Regulation
  - Classroom environment that promotes self-regulation – flexible learning spaces

**Revised Curriculum**

1. Core Competencies
2. Assessment and reporting
3. Inquiry based learning and integrated technology

1. Core Competencies

- Make connections between reading curriculum and core competencies.
- Metacognition – students self-assess their reading, and skills used to learn

2. Assessment and Reporting

- Discussion and professional development regarding best practice in reading assessments at each grade level.
- Reporting that reflects best practice teaching ie; PM Benchmark reporting that includes Fluency, Accuracy, and Comprehension as well as the Snapshot assessment.

3. Inquiry

- Student driven instruction through Daily 5
- Variety of Apps and technology tools bring literature into the classroom.