



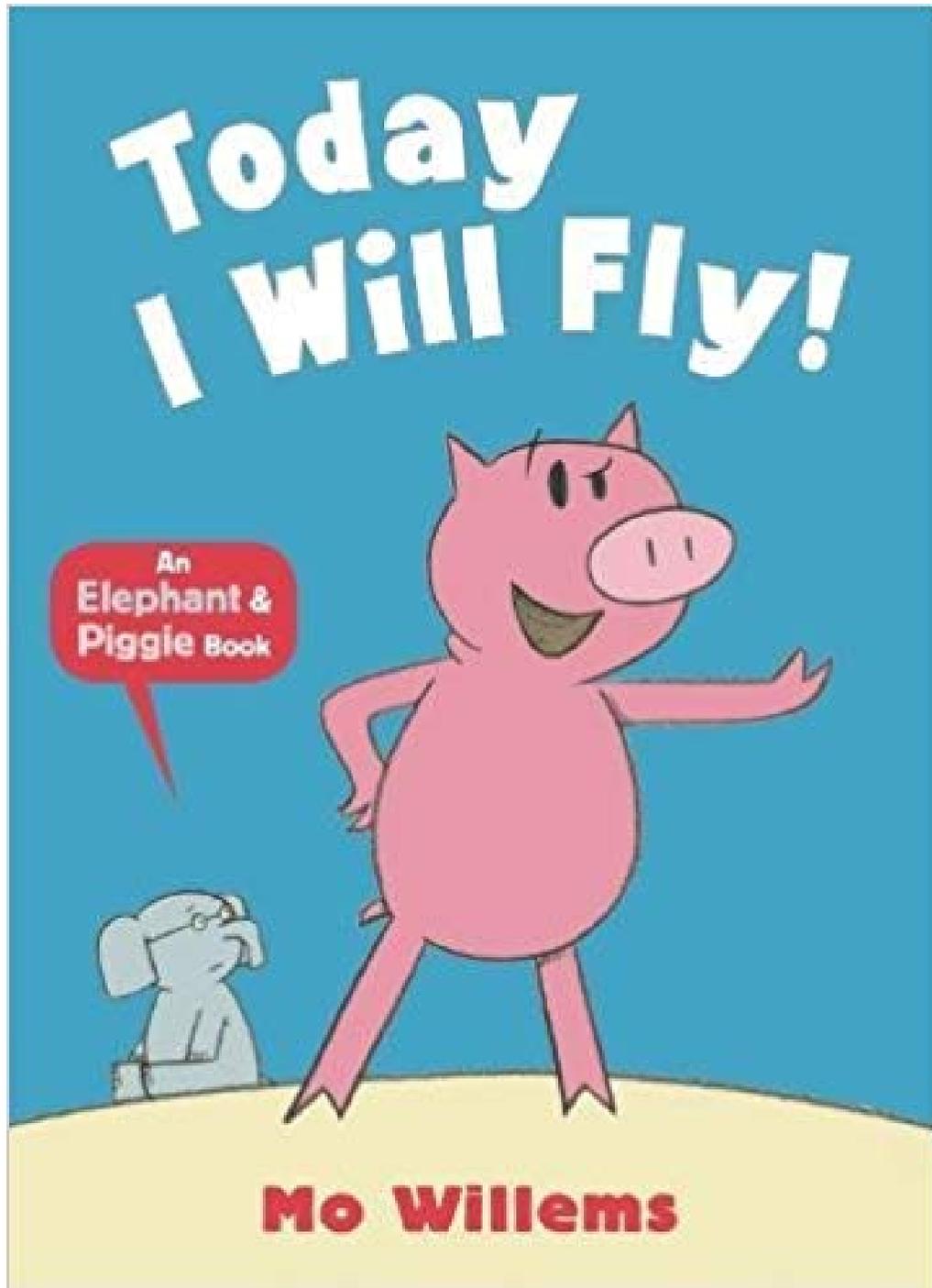
2019 – 2020

# Gilpin School Plan – Year 2



## Gilpin Elementary School

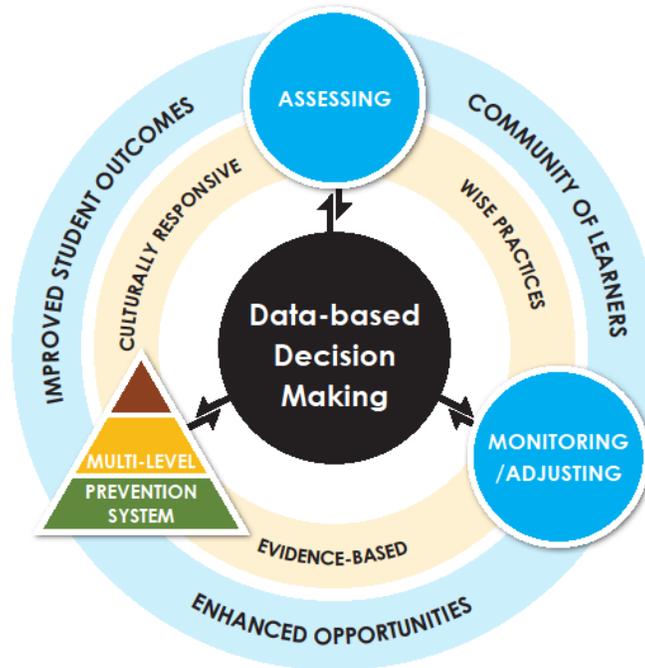
November 1, 2019





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### Who are we?

Located in the heart of Burnaby, Gilpin Elementary School is a wonderful place of learning, sharing and caring where students come to learn from Kindergarten to Grade Seven. We have an exceptional staff of teachers, educational assistants and support staff who work together to foster a strong and caring community in which our students thrive. Additionally we have a wonderful and supportive parent group who work as partners with the school to help their children reach their potential. Our students demonstrate an inclusive and supportive belief through all that they do for our community.



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### **Our Goals:**

This year, we are working on two main goals:

#### **Goal One: Social and Emotional Learning**

##### **Growth Mindset:**

We want to foster the belief that we can be successful in anything we choose if we approach the task with the right mindset and a willingness to create and follow through with an action plan.

##### **Rationale:**

We have highly capable students here at Gilpin and we want them to be able to achieve their personal best. To do this, they need the skills to set attainable goals, develop a plan for success and have the ‘grit’ to see the plan through; making appropriate adjustments along the way.

##### **Evidence:**

We have a high rate of students who shared their anxiety around academic performance.

#### **Goal Two: Writing**

##### **Expository Writing:**

We want our students to be able to effectively communicate their own ideas in their expository writing.

##### **Rationale:**

Our students come with rich background knowledges and experiences. We want our students to be able to demonstrate their thinking and reasoning through their writing.

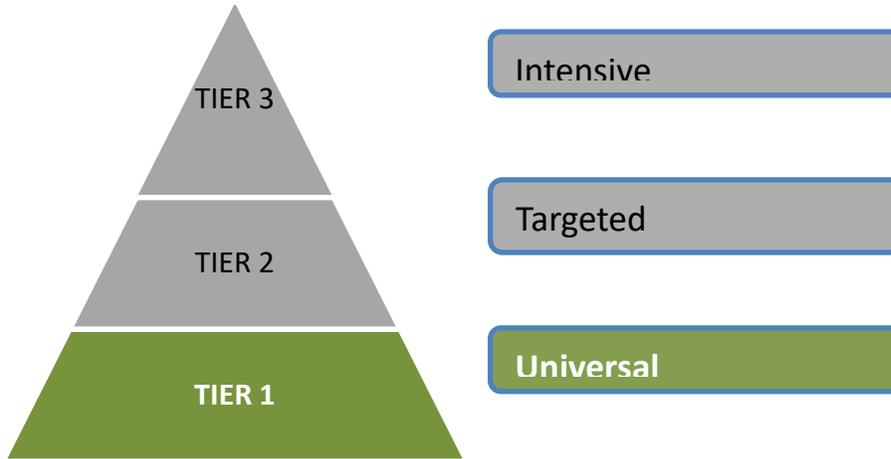
##### **Evidence:**

We are embracing a collaborative model of communicating student learning. This is highlighted in the writing process as students are encouraged to critically examine their work through constructive conversations and genuine feedback. Using school wide writing assessments, we have developed a baseline from which to improve. We will be doing a follow up assessment in the spring to measure improvement.



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### What is in place to support all students?

#### Goal 1 – SEL & Mindset:

As a staff, we are exploring the work done by Carol Dweck in her book Mindset. Her work is the centerpiece of what we are trying to get our students to understand. We would like all students to understand what a growth mindset is and use the language and strategies regularly.

Additionally, we believe that student involvement in the many opportunities presented to them in the school will give them authentic avenues to develop and practice these skills. Student involvement in school allows them to learn and try new strategies. We have a number of programs and opportunities available for all of students. Some of the opportunities we offer include:

- Leadership – supporting causes that are school based, community focussed as well as global Student roles in the school – we have a number of opportunities for students to help within the school including: Grade 6/7 leadership, Kindergarten monitoring, Safety Patrol, Leaders of our All-In program, office monitors, and many others.
  - All In – an inclusive lunchtime program with Grade 5 leaders teaching cooperative games
  - Random Acts of Kindness – School wide initiative to help students realize that they all have something to offer their community
  - Lacrosse – primary and intermediate days where students learn to play lacrosse and develop sportsmanship
  - Intramurals – offered to students in Grades 4-7 to play organized games in the gym and practice sportsmanship
  - Art Club - offered to primary and intermediate students during the lunch hour
  - Drama Club – offered to primary and intermediate students during the lunch hour
  - Monitors- Kindergarten, Library and Office monitors
  - Fix-it club – School helpers volunteer to help out staff and students



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- Safety Patrol – volunteering before and after school to keep our students safe

In classrooms, teachers have a number of programs and supports that they have put in place to support their students including: using mindset language, class meetings, Mind Up, The Seven Habits, Zones of Regulation

Counselling: We have a strong network of counsellors including District Counsellors and Camaray who support our students.

### **Goal 2 - Writing:**

We are using school wide writes to create a baseline for all students and to measure the progress they are making throughout the year.

- Teachers are using the Six Traits of Writing to explicitly teach students how to work through the writing process; from preplanning to publishing.
- Small group instruction
- Homework clubs
- Extension activities
- Individual and differentiated instruction
- Incorporating Growth Mindset concepts into the writing process

### **Monitoring:**

#### **Mindset:**

Data collection through program binders  
Anecdotal evidence through classroom discussions  
Feedback from direct teaching

#### **Writing:**

Collaborative conversations between staff and students  
Student self-assessments and goal setting.  
School-wide writes  
Annual class reviews  
Conversations with and between teachers and educational assistants  
Weekly team meetings, and report card data anecdotal comments.



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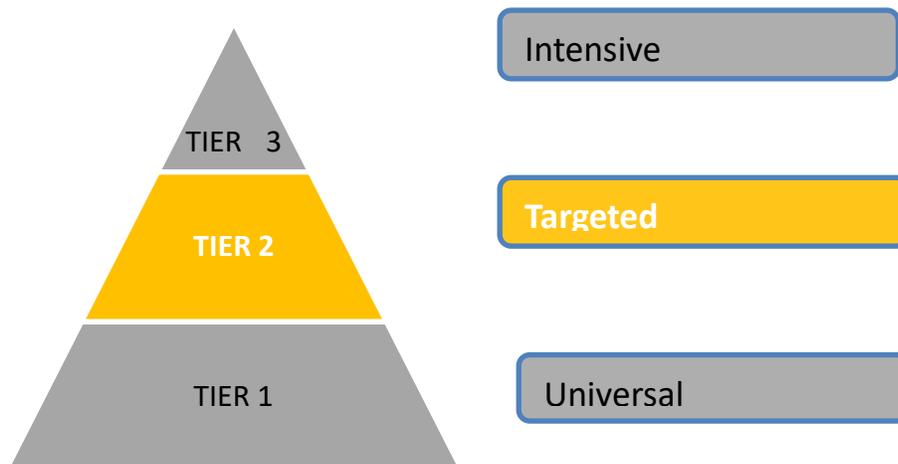


Report card data

FSA results

### How is class-wide data informing your next steps?

The data we gather is used to guide us as to the programs we offer and the supports we put in place.



### Based on class-wide assessment data, which students require more targeted interventions?

#### Academic

- up to a year and a half below in any academic area
- with additional LSS support are keeping up with classroom curriculum
- may be working on an adapted program
- focus on development in lagging skills through LSS program
- may have some extra EA support in classroom when available
- intensive in class support from classroom teacher

#### Mindset

- require moderate amount of in-class support and extra planning with school based team
- have social and emotional learning goals connected to their individual education/learning plan



**What interventions are you implementing to support these students?**

In class support, one on one and small group instruction 1 to 2 times per week. Social skill groups, social learning groups, LSS groups, educational assistants to support program goals

**How are you monitoring progress for these students? How frequently?**

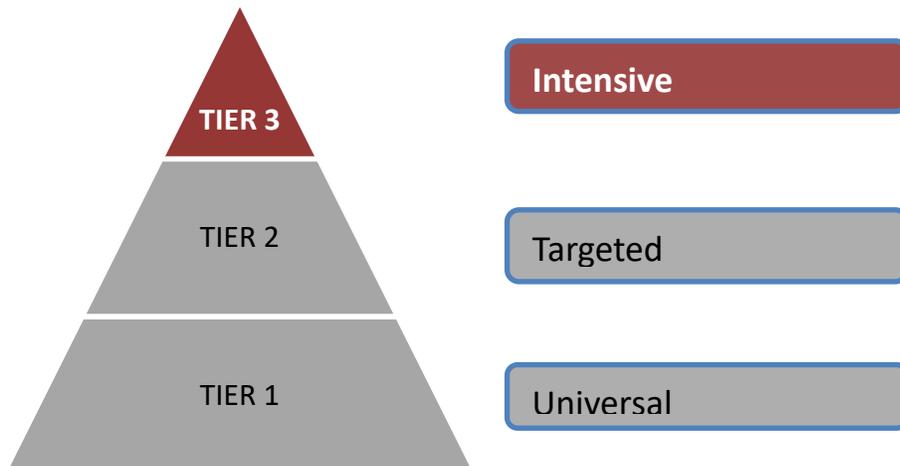
Ongoing classroom assessment, diagnostic assessment based on intervention being used, weekly meetings with EA and teachers to track progress, tracking of goals and objectives as outlined in student learning plans or IEP’s with formal evaluations three times per year. We have a number of students through assessment data and teacher observations require a more targeted intervention. These students have been previously identified through school based team meetings; have been assessed by our LSS teacher and assessment results compared to classroom assessments teachers have completed. Team decision is made with parent consultation to add an intervention or increase frequency of delivery.

**How are you adjusting instruction/programming in response to student needs?**

Creating new goals and objectives ongoing, changing the benchmarks once students have mastered specific skills with, ongoing assessment

**How is the data informing next steps?**

The data informs us if we need to adjust and change to meet the learning goals and objectives set out.





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### **Based on your Tier 2 assessment data, which students require more targeted interventions?**

#### Academic

- at least 1.5 grade level below in one academic area
- require intensive Learning Support Services time (3 - 5 times per week)
- sessions may be one on one for 30 - 60 minutes time slots
- small group three times per week for 45 - 60 minutes

#### Mindset

- students require intensive behavioral support
- have social and emotional learning goals connected to their individual education/learning plan
- have social learning goals connected to their speech and language program

### **What individualized interventions are you implementing to support these students?**

Individualized instruction and small group support through LSS, counseling, ELL and SLP. Extra practice provided in the classroom setting and for home. Weekly collaboration with EA's that support these programs in the classroom.

### **How are you monitoring progress for these students? How frequently?**

Ongoing assessment using various tools as identified above. For students with IEPs, weekly communication with EA and teacher on progress.

We have a number of students who did not meet the learning goals and objectives stated. We have reassessed these goals and come up with a new plan for success. This may include increasing the frequency of the intervention, changing intervention and or reevaluating the learning intentions of these learning interventions.

### **How are you adjusting instruction/programming in response to student needs?**

Creating new goals and objectives ongoing, changing the benchmarks once students have mastered specific skills with ongoing assessment



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**What are the results telling you about what worked or what didn't work for these students?**

Most of the students have reached their learning goals and objectives. With students that did not reach their goals we reevaluate as a team using observational and diagnostic data where to go next. This may mean a referral for a psycho-educational assessment, further assessment of a different kind or an increase in frequency/duration of an intervention. Assessment needs to be ongoing.