



Duncan Cran Elementary School Framework for Enhanced Student Learning 2023-2024

Duncan Cran is a place where:

- Our students are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice and are fully engaged in their learning in arts, athletics and careers as well as academics

SCHOOL MISSION STATEMENT

Duncan Cran strives to demonstrate positive attitudes, strong work ethics while maintaining a safe environment.

Framework for Enhancing Student Learning

Goal 1: Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Goal 2: Students will demonstrate growth in reading and writing achievements.

Goal 3: Students will develop confidence and ability to use math in real life situations by developing their number sense.

Goal 4: Through exploration, creativity and technology, students will make connections to a variety of career options and skills.



Introduction

Duncan Cran Elementary is a Kindergarten to grade 6 school with approximately 320 students. We have a Strong Start, daily preschool program and a before and after school Daycare which are an integral part of our school.

At Duncan Cran we value our community and teach our children the importance of a diverse community. We are made up of individuals with unique skills and abilities and together we form our community. We are a school focusing on developing Positive School Culture. Our school focus is to develop the social, emotional, and academic potential for our students. A goal of our school is to make connections and form emotional attachments to develop a strong sense of community. When the staff and parents work as a team for their child's betterment then the student flourishes and grows. You will see that Social Responsibility is our first human and social goal and as a staff we dedicate time weekly to develop meaningful relationships with our students, teach positive social interactions, and help students become interdependent and supportive of each other. We believe that if students feel that they are part of a community, they will also improve their self-image and this will also be reflected in improved academic performance.

To support our students, we have a Learning Assistance teacher, 18 teachers, a librarian and two Reading Intervention Teachers. We have a strong School Based Team that meets weekly to discuss the needs of our school. We have approximately 18 educational assistants who work with ministry-designated students to facilitate their development. We also have a part time school counselor who works with a variety of students on an ongoing basis to support their emotional needs. Fifteen percent of the school's population are Aboriginal students. An Aboriginal Support Worker works with these students and their families to provide academic, emotional, and cultural support. She does cultural activities with our school community to help develop an awareness and appreciation of Aboriginal culture for all of our students.

Framework Development Process

The staff supports the goals of the school through professional development activities and by working collaboratively to meet the students' needs. We take the approach that in order to maximize student learning we are all responsible for all of the students. Therefore, we develop school wide programs to provide a continuous sequence and framework for students. This allows students to develop and build their skills throughout their time at Duncan Cran School.



Our teachers have worked hard to implement practices that will help our students experience ongoing success. The CWT Program (C... with Technology) has enabled our grade 6 students to use iPads to expand their learning and has helped our intermediate students become better writers. We are constantly working to provide relevant literacy resources throughout our entire school as well as create an opportunity to collaborate and plan literacy activities.

We have a Parent Advisory Council that offers events to bridge the gap between the home and school. They meet monthly to discuss school programs and ways to support the children in the school. This group of parents supports the school and offers valuable insight to the teachers and administrators. Our Executive members from our PAC are invited to join us on our School Planning Day, which ensures that there is a parent voice in our school and Framework for Enhanced Student Learning. A FESL presentation to PAC occurs each October at the PAC meeting.

Our staff and parents are committed to our learning community and we strive to work together to improve the learning of our students. Our learning framework allows our school to enhance student learning and potential.

What the Evidence Told Us

SEL- As a result of observational data and a school wide survey, we saw the need to focus our efforts on self-regulation in order to build and maintain positive peer relationships.

Literacy- Our literacy data showed areas for growth in both reading and writing.

Numeracy- Our numeracy data showed specific areas for growth in number sense and real life understanding of numbers.

Careers- We are meeting the requirements of hands on opportunities so a shift to exploration is now a focus.



Goal 1- Social Emotional Learning

Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Key Strategies

- Establish school wide behavior expectations through teaching and learning positive behaviour throughout the school.
- Establish a safe and caring learning environment for the Duncan Cran school community, and appreciating the strengths and potential of others.
- Contribute to a positive classroom and school community recognizing our unity through diversity and inclusion.
- Learn to solve problems in peaceful ways. (W.I.T.S)
- Conflict resolution
- Develop strategies to develop and maintain positive peer relationships



Indicators

- Increase the number of students who feel safe at school
- Decrease the number of students who feel bullied at school

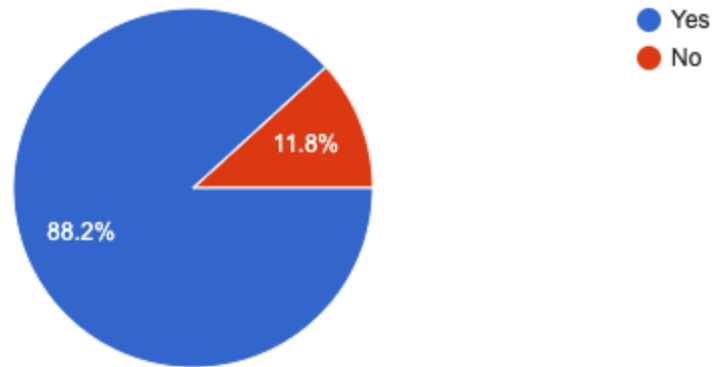
Do you feel safe at school? “Many times” or “All of the time”		At school, are you bullied, teased or picked on? (Most, All the Time)	
School year	Grade 4 students	School year	Grade 4 students
2017/2018	74%	2017/2018	16%
2018-2019	77%	2018-2019	7%
2019-2020**	65%	2019-2020**	16%
2020-2021	70%	2020-2021	12%
2021-2022	85%	2021-2022	9%
2022-2023	85%	2022-2023	14% INCLUDED “EVER”



STAFF SURVEY on W.I.T.S

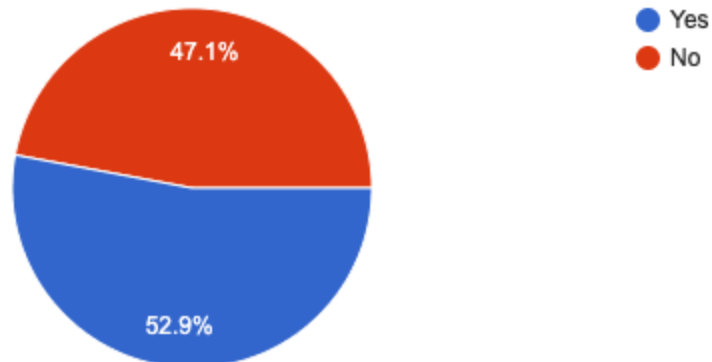
I know what W.I.T.S. stands for.

17 responses



I have taught W.I.T.S. in my class this year.

17 responses



End of the year data coming in Spring 2024 from both Staff and Students.



Goal 2- Literacy

Students will demonstrate growth in reading and writing achievements.

Key Strategies

- To increase student engagement in literacy.
- To provide increased opportunities for literacy activities - Eg. Reading Support Students and Buddy Readers
- To build consistently within our primary literacy programs - Jolly Phonics/Guided Reading
- To bring in a residency to focus on literacy skill development - Rik Leaf



Indicators-

Reading Data: Spring both fluency and comprehension meeting or exceeding

Year	Grade 1 PM Benchmark (% meeting or exceeding)	Grade 2 PM Benchmark (% meeting or exceeding)	Grade 3 QCA (% both meeting or exceeding)	Grade 4 QCA (% meeting or exceeding)	Grade 5 QCA (% meeting or exceeding)
2015-2016	26/35 57%	25/29 86%	18/45 40%	N/A	N/A
2016-2017	25/38 66%	25/38 66%	19/31 61%	29/43 67%	N/A
2017-2018	31/39 79%	22/43 51%	20/39 51%	14/33 42%	29/47 62%
2018-2019	18/27 67%	40/44 91%	14/42 33%	25/45 56%	20/34 59%
2019-2020	3/51 6%	17/32 53%	30/45 67%	31/41 76%	35/43 81%
2020-2021	20/42 48%	30/42 71%	14/29 48%	22/36 61%	17/32 53%
2021-2022	27/48 56%	26/45 58%	29/49 59%	21/37 57% READ73 3/29 10%	10/16 63%
2022-2023	23/47 49%	37/47 79%	21/46 46%	READ73 1/52	READ73 6/33 18%



Writing Data: meeting or exceeding of snapshot

Year	Grade 2 Writing Experience Fall (% Minimal Meeting and up)	Grade 3 Writing Experience Fall (% Minimal Meeting and up)	Grade 4 Writing Experience Fall (% Minimal Meeting and up)	Grade 5 Writing Experience Fall (% Minimal Meeting and up)	Grade 6 Writing Experience Fall (% Minimal Meeting and up)
2015-2016	16/20 75%	23/36 64%	N/A	N/A	N/A
2016-2017	30/40 75%	21/39 54%	10/20 50%	N/A	N/A
2017-2018	25/29 86%	20/35 57%	16/29 55%	13/33 39%	N/A
2018-2019	19/25 76%	14/28 50%	27/40 68%	21/26 81%	15/34 44%
2019-2020	14/33 42%	34/45 76%	30/41 73%	32/43 74%	20/32 63%
2020-2021	28/36 78%	22/27 81%	29/36 81%	16/28 57%	N/A
2021-2022	31/42 74%	23/46 50%	24/30 80%	28/39 72%	12/32 38%
2022-2023	12/22 55%	30/43 70%	44/51 86%	21/24 88%	

Data for 2022-2023 is from classes who chose to do the Fall assessment. Future assessments will be Spring.

Literacy Data from FSA

	Emerging	Ontrack	Extending
2022-2023	16%	78%	6%



Goal 3- Numeracy

Students will develop confidence and ability to use math in real life situations by developing their number sense.

Key Strategies

- To improve primary students' understanding of foundational numeracy skills.
- To provide additional and consistent number sense activities and assessments - Eg. MAP for all grade levels
- To provide additional digital math practice for students - Mathletics
- To explore a school wide math program foundation - Mathology



Indicators-

FSA Numeracy up until 2021-2022

	Numeracy: % of Students Meeting or exceeding
2016-2017	63%
2017-2018	63%
2018-2019	% of Students On Track or Extending 56%
2019-2020	46%
2020-2021	64%
2021-2022	63%

Numeracy Data from FSA 2022-2023 onward

	Emerging	Ontrack	Extending
2022-2023	40%	60%	0%
2023-2024			

MAP Data- Communicating and Representing

New Spring 2022-2023

Goal 80% from developing and proficient

2022-2023 Spring	Not Attempted	Emerging	Developing	Proficient
Grade 4- /44	2	3- 37%	6- 14%	33- 75%
Grade 5- /30	0	9- 30%	7- 23%	14- 47%
Grade 6- /43	4	8- 19%	9- 21%	22- 51%

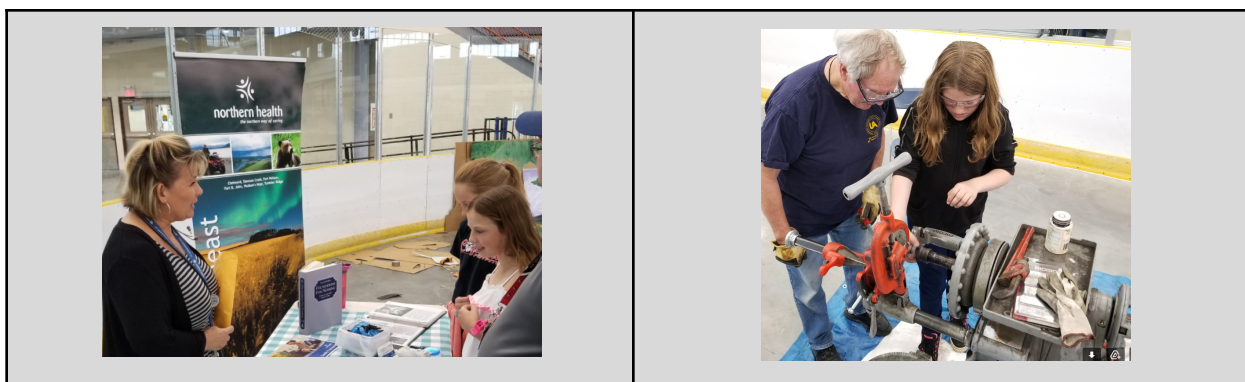


Goal 4- Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Key Strategies

- To engage students in learning about the roles of members in the community.
- To explore career possibilities
- To create a maker-space allowing students to explore and build designs developing their creativity and curiosity using



Indicators

- Class goal of 14/14 classes will complete the grade level expectations on Career Explorations
- Student goal of 80% of students will complete their grade level requirements of Career Expectations

Grade Level Targets-

Kindergarten - 3 Opportunities, Primary- 4 Opportunities, Intermediate- 6 Opportunities

2019-2020	2020-2021	2021-2022	2022-2023
K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%

