



GULF ISLANDS
SCHOOL
DISTRICT 64

EPIC SCHOOL PLAN
2023 – 2024

Fulford Community Elementary
School

SIGNATURES

PRINCIPAL

PAC CHAIR

TEACHER

STUDENT

OUR SCHOOL

SCHOOL IDENTITY/CONTEXT

Fulford School is located at the south end of Salt Spring Island near Fulford Harbour. It has an enrolment of 131 students in Kindergarten through Grade 7. Fulford has a stable school population with minor fluctuations each year. Fulford School has a long history of nature-based learning which is well supported by our expansive school grounds that include two playgrounds, a covered-play area, a large field, a forest, a garden and an outdoor classroom. Fulford has an engaged and supportive parent community.

OUR STORY

Fulford School has been focused on improving student achievement in writing for the past four years. Student achievement in writing has improved, as has the teachers' capacity to teach writing effectively. Over the past year, we have had many conversations about our students' emotional dysregulation and the gaps in their social skills, particularly the students in Kindergarten to Grade 2 who were most impacted by the COVID pandemic. We would like to continue the good work started during the 2021/22 school year during our Mental Health Grant project. We have also had conversations about the gaps in our students' numeracy understanding and their flexible thinking about numbers. We would like to apply some of what we have learned about effective instruction in writing to math instruction, specifically developing common language, identifying learning targets, explicit instruction using mini lessons and conferencing and/or small group instruction.

GOAL STATEMENT

To improve students' achievement in math by increasing their flexibility in mathematical problem solving.

To improve students' social and emotional regulation and skills.

AREAS OF STRENGTH/GROWTH

Dedicated and cohesive staff that works collaboratively to support all students.

Positive school culture.

Whole school focus and common language in writing instruction provides consistency for students; teacher efficacy in writing instruction has increased significantly since we first focused on it as a goal for student achievement four years ago.

Positive relationships with parents and larger community.

FOCUSING DIRECTION

PROCESS FOR REVIEWING/REVISING/DETERMINING

Students, parents and staff were consulted in the development of this plan. Students and parents were surveyed, and PAC was consulted through monthly meetings. Data sources include Spring assessments in IPASS, Summative Reports, FSA and SBT minutes. On the Admin Day in June, staff did a data walk and we discussed what the data was telling us. Initial conversations about school goals for the 2023-24 year began in March and we refined the goal statements at the end of June. The draft school plan will be reviewed and revised in September during Framework Day and staff meetings. Data will be reviewed at monthly staff meetings and adjustments to strategies and instruction will be made when and where needed.

PURPOSE / DATA RATIONALE

Our observations, SBT data and CYCW caseload show that we need to focus on our students' social and emotional development, specifically their emotional regulation and social skills development. This will be a continuation of the work started during the 2021-22 school year through the mental health grant.

Our IPASS assessment data, report card, FSA results and Student Learning Survey data shows that math/numeracy is an area of struggle for many of our learners. See attached Data Addendum.

ASSOCIATED ACTIONS

Goal 1: Math

- develop school wide common language for math (math vocabulary)
- focus largely on Number Sense to begin
- purchase math resources (text and manipulatives) to support flexibility in thinking about numbers (Unifix cubes, games; Mathletics for intermediate classes)
- monthly math problem for all students to do in their classes (Primary and Intermediate problem); students report on math problem at WSM once per month.
- use games and number talks to teach flexible thinking and fluency with numbers.
- explore the Numeracy Framework and new Math/Numeracy Assessment tools in IPASS

Goal 2: Social-Emotional Regulation

- review and revise PBS system; begin the year by teaching the expectations in all of the settings of the school using the current PBS Matrix; identify problem areas of the school where expectations are not being followed and create a matrix for that area
- Friday school days will focus on social and emotional skills with buddy or multiage groupings
- Prep teacher and/or librarian to focus lessons on social and emotional regulation
- incorporate mindfulness and gratitude into classroom routines
- each class work with The Circle - topics to be determined collaboratively with teachers and Circle facilitators
- Leadership students continue to offer games/activities for students at recess
- incorporate digital citizenship into Social-Emotional Learning
- School counselor to work collaboratively with classroom teachers on social thinking and skills

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS / STUDENT VOICE

Principal and teacher rep will continue discussions with parents about school goals at monthly PAC meetings.

Survey students, parents and staff to get input for the school goals progress.

Invite parents and families to the school for for Math nights, events, celebrations (Math Playground, Math Games Night, etc.)

Report on school goals in school newsletters on a regular basis.

Leadership students create a video about math learning and social and emotional learning at Fulford School that can be shared out to partner groups.

Through the EPIC project, teachers will meet in grade level teams to plan, assess, refine strategies for teaching.

Teachers will also collaborate with the Math/Numeracy Teacher Lead and the Social-Emotional Regulation Teacher Lead.

SBT will meet biweekly and check in on "Red" students, Indigenous Students and referrals to SBT and CYCW, with a keen eye to students who are struggling with math and social or emotional regulation.

STAFF/SHARED WORK

Grade level teams (either in pairs or a primary and intermediate team) will be formed so that they can do collaborative assessment, planning, reviewing and revising strategies where necessary. Teams will use common assessment tools so everyone is on the same page. We will continue our collaborative practice with capacity building through professional discussions at staff meetings and through the EPIC project in the 23-24 school year. The SBT will review all of the Red "at risk" students monthly to monitor their progress in lagging skills and to adjust strategies when necessary. The SBT will work alongside classroom teachers to identify and plan for those that require in-class supports and plan intervention groups for students who are not making expected progress, where necessary

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM THIS WORK?

Topics and Areas of Professional Learning for Math Goal:

Staff may need to explore:

- evidence-based instructional strategies for math/numeracy.
- Number Talks and other math/numeracy instructional routines
- the Concrete Representational Abstract (CRA) approach to teaching math/numeracy (use manipulatives, hands-on learning in all grades)
- common assessment tools to be able to compare data (apples to apples). (INA vs. Diagnostic Math Assessment)
- whiteboard walls or "vertical non-permanent surfaces"
- encouraging discourse among students and peer interaction/collaboration
- explicit instruction through mini-lessons
- math workshop
- connecting math to other learning areas (science, literacy, etc.)
- math games to build conceptual understanding
- growth mindset
- Building Math Minds Virtual Conference in February

Topics and Areas of Professional Learning for Social Emotional Regulation Goal:

- the 5 point Emotional Thermometer (introduced school wide in 2021-22 but we have had significant changes in staff since then)
- CASEL - the 5 key areas of Social-Emotional learning: self-awareness, self-management, social awareness, relationship skills, responsible decision making

WHAT SKILLS WILL WE FOSTER WITH STUDENTS FOR THEM TO EXPERIENCE SUCCESS?

Numeracy

We will create the conditions for students that promote a sense of mathematical thinking, conceptual understanding and problem-solving skills in all students. They will become more comfortable in taking risks, exploring math concepts, explaining their thinking for problem solving and developing stronger skills. They will learn that there are many ways to solve a problem.

Some of the ways that staff can help to foster this is by having students work collaboratively and explain their problem solving thinking/process. Students will develop a growth mindset for math and all other areas of learning.

Social and Emotional Regulation

We will use explicit instruction to teach students how to develop self-awareness and self-management of feelings. Once students have developed emotional regulation, instruction will shift to social awareness, relationship skills and conflict resolution.

APPROACH TO PROFESSIONAL LEARNING?

The main part of our monthly staff meetings focuses on professional discussions and learning in relation to our school goals. That will be continuous professional learning opportunity. In addition, we will continue some team-teaching and collaboration amongst staff members to continue to build capacity.

We will devote two school based pro-d days to our goals, one in math/numeracy and the other in social and emotional regulation.

We will explore the new Numeracy Framework, the new Numeracy Assessment Tool in IPASS and the soon-to-be-developed Mental Health and Wellness Framework.

TAKING ACTION

How will the school structure an approach that can be measured in short formative cycles?

How will the school foster a sense of partnership to achieve a common goal of increased student achievement?

LEARNING SPRINT APPROACH

Learning Sprints will begin by assessing students in Math/Numeracy using new IPASS Numeracy Assessment tool (Fall IPASS assessment and then formative assessment at the beginning of each new sprint after Fall assessments).

EPIC Lead Math/Numeracy teacher will meet with each classroom teacher at the beginning of each sprint to identify learning targets, instructional strategies, student groupings and co-teaching plans. They will meet in the middle of the sprint to monitor effectiveness of plans and will adjust when necessary. They will then meet at the end of the sprint to assess impact of the instruction and to identify next steps in learning.

EPIC funding will be used to hire an EPIC Lead Math/Numeracy teacher and to provide some teacher release time for collaboration. Teachers will also need to meet outside the school hours for some of their collaboration.

We may also use the Sprint model with the Social and Emotional Regulation goal but the prep teacher will be the Social and Emotional Lead teacher.

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

We will know we are successful with we notice students engaging in Math/Numeracy activities with an open mind, perseverance and a willingness to make mistakes. Students will demonstrate a growth mindset. Students will feel more confident in their Math/Numeracy skills and will show increased interest in the subject. Students will develop a Math Vocabulary upon which they can draw when determining how to tackle a problem. Students will move up at least one performance level (eg. Developing to Proficient, Emerging to Developing) in assessments during the year (baseline-summative assessments).

We will know we are successful when we see a reduction in SBT referrals for regulation and social skills supports for students. We will also see a reduction in recess and lunch play conflicts. We will see students implementing social skills and conflict resolution skills more independently. Students will demonstrate more positive self esteem. Students will be able to identify where they are on the emotional thermometer at any given time and can identify strategies for calming if they are 3 or above.

STUDENT ACHIEVEMENT DATA

The following data will be collected throughout the year:

- Student survey data
- Formative and Summative assessments (iPass)
- Report card data
- FSA results
- Student Learning Survey Data
- Parent survey

STUDENT EXPERIENCE EVIDENCE

Students will participate in Math/Numeracy problem solving reports during Whole School Meetings once per month. Leadership students will create a video of math learning throughout the year.

Students will practice using the emotional thermometer at home and will explain it to their parents. Leadership students will create a video of students talking about their social and emotional regulation strategies.

This will be further expanded during the school year.

EPIC STORY

STORY

Reflections on the 2023-23 EPIC project:

How might we structure things differently if given the opportunity?

- More team teaching and going into each others' classrooms to see how we all structure our lessons and what works well (like in-house mentorship). Have 2 epic teacher leaders, one for primary and one for intermediate? More collaboration for teachers, that time did not seem to happen this year because lack of TTOC coverage.

- More team teaching.

- I liked the intention of the vulnerable writers group. I was able to work closely with quite a few kids.

General reflections:

- The focused instruction really works.

- Buy-in from everyone is important if we're aiming for success (but I bet you already know that :-)).

- I feel that the EPIC project helps teachers focus on specific, skills-based, writing lessons with a common language which is very good for our learners.

- It works well to have teachers assess together.

- Having an EPIC Lead teacher helped us to make more focused improvements and kept motivation higher than when we used the EPIC money for a Writing Support Teacher. Having a Teacher Champion for each goal this year will help us to keep up them front of mind.

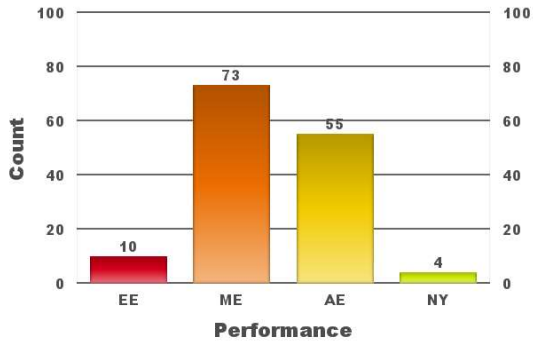
ADDITIONAL INFORMATION

NOTES

Fulford Report Card Data 2022-23

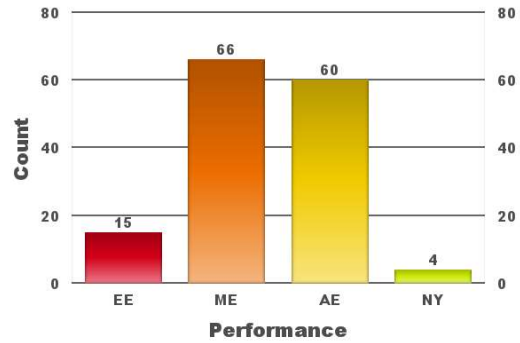
Term 1

Numeracy



Summative

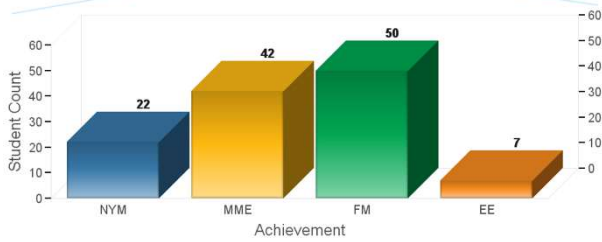
Numeracy



IPASS Assessment Data 2022-23

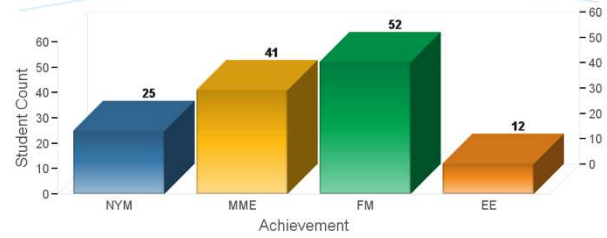
Fall Assessment

Class Summary Snapshot



Spring Assessment

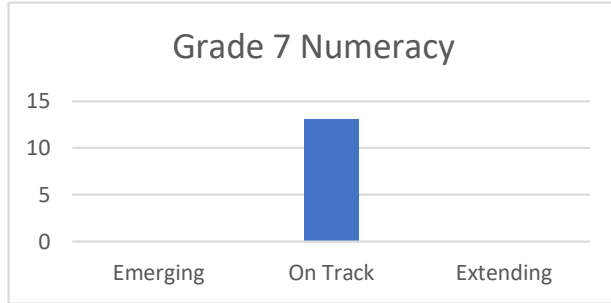
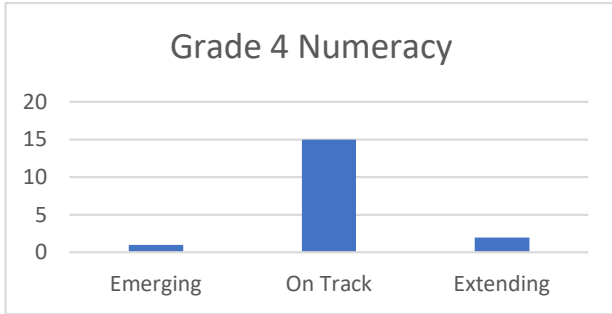
Class Summary Snapshot



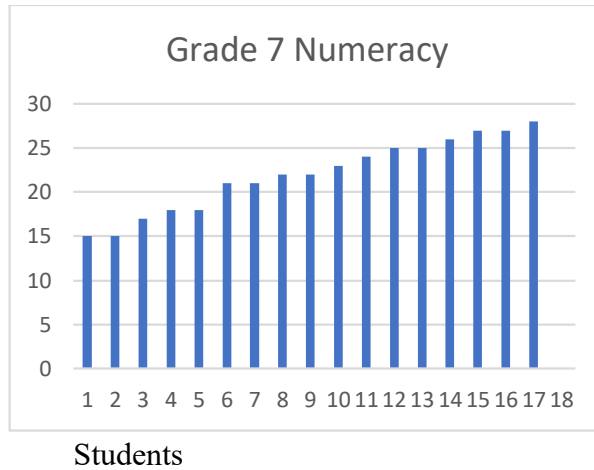
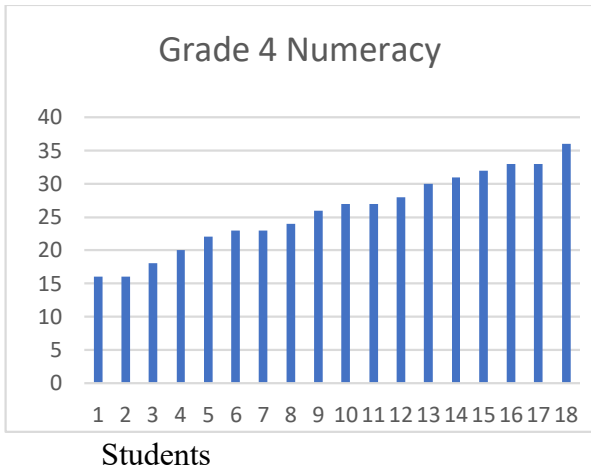
FSA Data 2022-23

Although we have many students on track, when you analyze individual student data you see that there is a wide range of performance with many students really at the developing stage of proficiency on a 4 point scale.

Grade Level Student Results



Individual Student Results

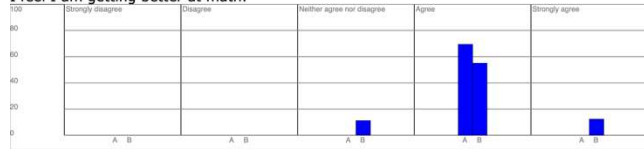


Student Learning Survey Data

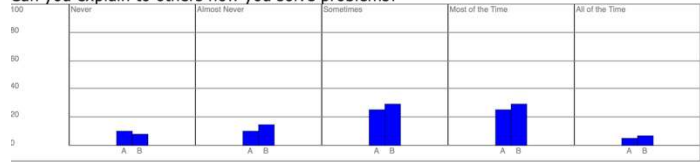
A: Fulford Community Elementary
B: District

Grade 4 Relevant Questions About Math/Numeracy

I feel I am getting better at math.

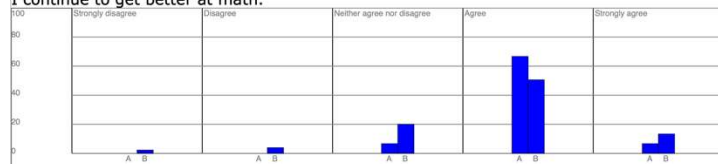


Can you explain to others how you solve problems?

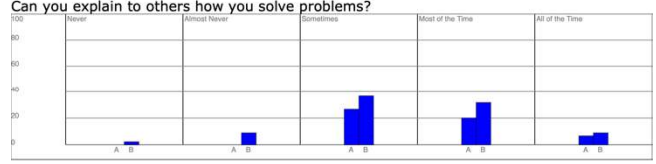


Grade 7 Relevant Questions About Math/Numeracy

I continue to get better at math.

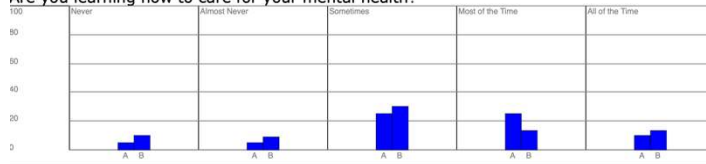


Can you explain to others how you solve problems?

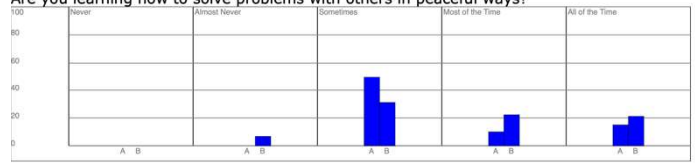


Grade 4 Relevant Questions About Social and Emotional Regulation

Are you learning how to care for your mental health?

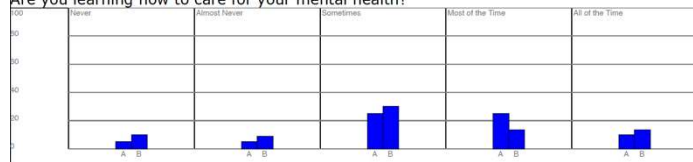


Are you learning how to solve problems with others in peaceful ways?



Grade 7 Relevant Questions About Social and Emotional Regulation

Are you learning how to care for your mental health?



Are you learning how to solve problems with others in peaceful ways?

