



GULF ISLANDS
SCHOOL
DISTRICT 64

EPIC SCHOOL PLAN
2023 – 2024

Galiano Community School

SIGNATURES

PRINCIPAL

PAC CHAIR

TEACHER

STUDENT

OUR SCHOOL

SCHOOL IDENTITY/CONTEXT

Galiano Community School is in the Gulf Islands School District and is on the unceded traditional territory of the Penelakut First Nation. It serves a community of approximately 1200 full time residents. The school has a garden and is nestled among a forest which supports place-based and outdoor education programming. The school grounds include a well-maintained sports field, two new playgrounds and outdoor basketball and tennis court. The Main building comprises 3 large classrooms, a flexible learning space, library, gymnasium, kitchen, daycare, and strong start programs as well as the main office. GCS truly is a 'community' school. We share property with the community library and enjoy a quality learning partnership that provide bi-weekly literacy programming for students. We have strong affiliations with Strong Start, the Galiano Activity Centre (GACs), the Galiano Club Food Program as well as the Galiano Conservancy. Galiano Community School has a population of 57 students with three divisions serving multi-age groupings: K-1, Gr 2-3-4, & Gr 4-7. GCS has a growing population of younger children with only 6 children at the Middle Year (grade 6-8) age. There are many diverse learners with designations.

OUR STORY

Last year staff wanted to focus on increasing student achievement in numeracy after many years of working on a writing goal. Staff spent Pro-D time on improving teaching practices in numeracy as well as having two Pro-Growth application accepted where staff had collaboration time to work with like-grade teachers. Teaching resource books were bought with Pro-D funds and math manipulatives were bought with the EPIC funding. Due to the lack of TTOCs available, we were unable to follow through with consistent learning sprints. Even so, our students showed the best results in achievement in numeracy this year with 75% of the school population meeting or exceeding expectations.

Our biggest learning gaps have been identified at the intermediate level, where several students are not yet meeting expectations for reading, writing and math. Our biggest gap was in writing. Looking at our achievement data and from anecdotal stories from staff and parents, we felt building reading and writing skills were a priority and needed to be a goal for the school. Staff was also wondering if many of our students' regulations issues relate to achievement in literacy and if students were feeling and having more success, could they be more regulated. We will continue to work on building foundational literacy skills with consistent daily practice.

GOAL STATEMENT

GOAL 1 : Improve academic achievement in and attitude towards writing. In June 2022, 53% of students were on track in writing and in June 2023 only 49% were on track. By end of the 2024 school year, all our students should have improved and 75% of our students should be on track to getting closer to meeting the short-term district goal of 90% for grade 7s and 95% for grade 4s (FESL 2021). Students will feel more confident and enjoy writing more. This goal aligns with objective 1.1 of SD 64's Strategic Plan first goal of 'Inspire Learning' (facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and a life-long love of learning). It also aligns with the Enhancement Agreement's Goal 4: Success.

GOAL 2 : Focus on regulation skills to focus intentionally on academics. Our school has many students who need support with social emotional learning and by gaining skills (especially building grit) for when things become challenging. Our Learning Survey results showed only 24% of students agreed that they knew how to manage emotions so they can focus on learning and 76% of respondents had no answer or neither agreed nor disagreed. This goal aligns with SD 64's Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development and the district's Enhancement agreement of Goal 4: Success

By building on the foundational skills of an academic goal as well as the learning self regulation skills of our social emotional goal, we are instilling practices that support students' academic, social, emotional, and mental health, safety and well-being.

AREAS OF STRENGTH/GROWTH

As a true community school, Galiano enjoys regular and ongoing connections to community. In years past and for the upcoming school year we have a variety of explorations, both formal and informal; these enriched learning opportunities allow students to make meaningful and relevant connections to the community and beyond. Some of the opportunities for this school year include: bimonthly community library visits, the hot soup and bread from The Galiano Food group, extra-curricular sports from Galiano Activity Center, and ecology lessons with the Galiano Conservancy and work alongside our garden liaison employed by the Galiano Food Group who also applied and received a grant for Project Wild funding.

Looking at our achievement data, 75% of the student population was meeting or exceeding expectations in numeracy. Many new resources were bought with EPIC funds and staff had more access to hands-on manipulatives. Only 49% of students were meeting expectations in writing and we noticed many intermediate students need support in reading and writing. There is a large percentage of students with designations and behavioural/regulation issues. Teachers have used Remedy time to provide extra support for the forementioned students. Even though staff have spent a lot of time and energy teaching regulation strategies, many students need support with co-regulation and 1-1 support to make safe choices. We are lucky to have access to outdoor learning and have received a grant from Project Wild to have resources and training for staff provided. Having more opportunities for place-based learning can help with regulation.

This year there is a huge turnover of staff as three members who had worked at the school for many years retired. There is a new administration team, classroom teachers, LIST and EA. It is important early in the year for staff and students to build connections, and for staff to have opportunities to grow as a team.

FOCUSING DIRECTION

PROCESS FOR REVIEWING/REVISING/DETERMINING

Growth planning in the spring of 2023 focussed on student voice through discussions of strengths and needs with the intermediate class and through the results of the student learning survey. School goals, strengths and stretches were discussed at PAC meetings and feedback from parents was attained through conversations, learning survey and a Galiano Community School parent survey. PAC will be introduced to this growth plan in September. Data was examined from report cards, year-end assessments, FSA results (although this cohort was small and data will not be shared in this report), the Student Learning Survey, and teacher perception of students' "on track" achievement.

In September, we have been working on our initial reading, math and writing assessments for all our students. We are compiling information into IPASS to identify all learners who are struggling in any of these areas (any learner not yet meeting or approaching expectations). We have met as a school team to discuss the learning gaps that are currently affecting our students and identify ways that we can work together to grow our students' skills. At our SBT meetings, we formally re-visit IPASS to celebrate successes and re-assess needs and supports. Our biggest learning gaps have been identified at the intermediate level, where several students are not yet meeting expectations for literacy and math, particularly in writing.

PURPOSE / DATA RATIONALE

When reviewing our data and through teacher/parent observations we noted that literacy particularly writing needed to be an academic goal for our students. Last year, after many years of having writing as a school goal, our staff felt it was time to change course and work on numeracy. At the end of this school year when we looked at our data closely, our writing achievement had decreased last year from the year before whereas our numeracy results had increased. The difference in results between writing (49%) and numeracy (76%) was significant as well. We felt it was important to re-calibrate and focus on writing and fundamental reading skills (which should support writing skills as well). The staff believe that a school classroom focus is needed on writing skills and a small group daily intervention approach on foundational reading skills will help increase reading and in turn writing skills.

Our staff agreed that learning self-regulation skills to focus on academics was important; it will impact every person in the school and is a skill that will help one throughout one's life.

ASSOCIATED ACTIONS

To support our writing goal, daily reading/writing practice with explicit teaching of and using the district writing rubric based on the 6+1 Traits will be promoted. Small group intensive support will be provided for students who are not meeting expectations in reading and writing.

We will schedule Whole School Writing (WSW) dates on the school calendar. Teachers will collect data in IPASS and will analyze WSWs at monthly School Based Team meetings. Educators will engage in a formative assessment cycle – We will collect new formative assessments in September as a baseline for foundational skills and analyze it to plan and determine which interventions will be most effective. After we implement these plans, we then begin the cycle once more with further data collection following our initial interventions. The formative assessment cycle reflects educator impact on student achievement by continually looking at the success of specific interventions and /or teaching strategies and then adjusting our practice. Part of this process is continuously reviewing the impact and success of instruction, and planning adjustments. In this way, we reflect on and shift our practice.

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS / STUDENT VOICE

Our school currently engages parents through newsletters, emails home, PAC meetings and publications in the Active Page (our local monthly magazine). At each PAC meeting, the principal discusses the schools’ goals and the work and service provided from the EPIC Achievement grant. In most newsletters, the principal refers to our school goals and student work showcasing our efforts towards our goals is published. Parents will be encouraged to volunteer and come into the schools in the fall. Spending time in classrooms allows parents to have first-hand experience of our learning at Galiano Community School. We will continue to find innovative ways to connect with parents and ensure that the work we are doing is visible in the community.

We collect feedback and consult our student body through classroom discussions, surveys, and check-ins. Administration will have weekly meetings with our leadership group, the Griffins, to consult on school issues, goals and to plan school celebrations. We will have students involved in their learning process. They should be able to answer the ‘Big 3’ questions (What are you learning? How is it going/How do you know? What’s next?) Making their learning visible to students through visual documentation (i.e., graphs of reading level progression) is motivational and sharing with families through Parent/Student Led Conferences ensures ownership and a sense of pride.

Teaching staff and EAs all attend our monthly SBT meetings to review and discuss student learning. Consultation time will also allow teachers and EAs to plan and discuss best strategies for students. This allows for a collective and consistent approach to our work.

STAFF/SHARED WORK

As a staff of a small school, we believe that the students are all our students, regardless of what classroom(s) we work in. Instructional staff meet monthly to discuss student progress and impactful strategies during regular formalized school-based team meetings. Staff work together to identify strategies that will best support our learners, by sharing our collective knowledge about each student and determining what we know works best for each of them. There is a strong sense of partnership between EAs, teachers and administration.

Quality instructional routines for reading and writing are shared regularly with all at staff meetings, so we see and hear a change in the way we all think about Literacy instruction.

Professional reading and workshops need to be undertaken and discussed with current research at its core, hence teachers will be adjusting, developing, and improving their practice.

Resources need to be provided and supported to see staff developing their own literacy and understanding of reading and writing acquisition.

DEEPER LEARNING

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

Our school team needs to continue to learn more of the use of IPASS as a formative assessment tool. Our staff has always assessed and collected data; however regular inputting has not always happened consistently. Administration will work with teachers to help this process with regular reminders and some release time by administrator if possible. During SBT meetings, we will continue to look at data in IPASS to assess progress and our progress. Staff will need to have initial literacy assessments completed early in the year and will have to have had reviewed the data to plan for which students to target with small group intervention. Staff (including TTOCs hired) will need some training and resources to develop their understanding of teaching reading/writing interventions. Vice principal who has Orton Gillingham training can provide support to staff and with intermediate students.

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

Many of our students are reluctant writers. With specific daily writing instruction focusing on conventions and the editing and reviewing processes, students writing skills will improve. With consistent targeted individual and small group reading intervention, students reading skills and, hopefully in result, writing skills will improve. Staff are hoping students will gain confidence in their writing and in turn feel successful and more inspired and happier to write independently. We have a high number of students who are dysregulated especially on Mondays after a weekend. It is important not only to teach students about different regulation strategies, but to also teach them about choosing and applying strategies that work for them in a variety of contexts. Many of our students can name a number of self-regulation skills, however, are unable to apply the strategies when dysregulated. Staff will provide regular direct teaching of these during our morning check-ins, intermediate class will participate in the REAL Tools program and all classes will have more opportunities for place-based outdoor opportunities with the Project Wild Program. Modelling self-regulation during teachable moments is a powerful way for staff to foster this learning.

APPROACH TO PROFESSIONAL LEARNING?

As a new staff, building a collaborative team early in the year is imperative. Many opportunities for team building will be provided.

We will share the common language which has been created at our school to discuss our school code of conduct (respect and care of SOLE- self, other, learning and environment) and our behavior expectations (KISS- are my words and actions Kind, Intelligent, Sensible and Safe). As a new staff, we will take time at the first staff meeting to go through and decipher the Code of Conduct to ensure understanding. Staff will teach the Code of Conduct to students and share it with parents so there is clear understanding of all.

Pro D days will focus on growing literacy and learning about best instructional routines for supporting students needing intervention. Hopefully our Pro-Growth applications for teachers to collaborate, discuss student writing and familiarize with the new district rubrics will be accepted.

Professional reading will be provided and discussed.

The Vice-Principal will be present and involved to support in Orton Gillingham instruction.

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

Our staff are actively engaged in the planning of 6-week learning sprint interventions with the following research-based strategies in mind:

Literacy:

- Explicit small group instruction with cumulative practice instruction of basic reading skills with a focus on Orton Gillingham practice

We will hire an extra teacher to work 2 X a week with students at the intermediate level so we can have 1-1 support and small working groups.

Sharing about the intervention work and the resulting data at each SBT meeting allows all staff to be involved.

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

Student efficacy in writing will grow as shown through surveys.
Student achievement will increase.
Students will be excited to write.

Students and staff will create a writing celebration at the end of the year to showcase our writing growth.

STUDENT ACHIEVEMENT DATA

See data attachment to document.

STUDENT EXPERIENCE EVIDENCE

This will be filled in throughout the school year.

EPIC STORY

STORY

This will be filled in as our story is told throughout the school year.

ADDITIONAL INFORMATION

NOTES