



GULF ISLANDS  
SCHOOL  
DISTRICT 64

EPIC SCHOOL PLAN  
2023 – 2024

Pender Islands  
Elementary Secondary  
School

SIGNATURES

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PRINCIPAL

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PAC CHAIR

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TEACHER

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STUDENT

# OUR SCHOOL

## SCHOOL IDENTITY/CONTEXT

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Pender Islands Elementary Secondary School (PIESS) serves approximately 140 learners from North and South Pender Island, and Middle and Junior Secondary learners from Galliano, Mayne and Saturna Island. The school houses two unique programs, an elementary geared for students K-7, and Junior Secondary for students in Grades 8 and 9. The facility includes a multi-age library, woodworking/technology shop space, science lab, foods classroom and media lab room. Outdoor spaces including a school garden, covered outdoor classroom and disc golf course provides learning opportunities for all students, K-9.

At PIESS, we value the core academic advancement of all our students. While classroom teachers provide a strong foundation in the core curriculum, we also recognize and value the importance and interconnectedness of personal wellbeing, healthy active lifestyle and music instruction for all. PIESS is committed to providing a caring and kind learning environment that nurtures multi-age relationships.

We believe in encouraging students to develop a love of learning and their full potential as confident, compassionate, and responsible citizens. We work collaboratively with students, staff, parents, and community to provide a safe, caring and respectful learning environment where strengths are honoured, and learning is engaging. PIESS students will acquire and demonstrate academic, social, and behavioral skills to enable them in achieving their full potential as educated citizens, prepared for the future. We believe that ALL students are curious learners capable of success as they develop their thinking skills through the Curricular and Core Competencies.

Through explicit teaching, practice, and reflection our goal in 2023/2024 is to increase student capacity in Numeracy, while developing student agency through strategic instruction and skill building in Personal Awareness and Responsibility.

## OUR STORY

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Through Fall and Spring assessments in Reading, Writing and Math, staff collect evidence of learning achievement and create individual and class learning profiles that guide instruction. Reflecting on this assessment data, we can provide targeted, specific and timely intervention to help learners build confidence and skills in the core areas of the curriculum.

Since 2019, staff have committed to engaging students in a variety of ADST activities including woodworking, carving, electronics and 3-D printing. Our focus on student engagement through ADST was based on an understanding that *learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place* (First Peoples Principles of Learning). Overall, staff noticed that our students enjoyed working collaboratively to explore their curiosities and develop their thinking skills in designing and making projects connected with various curricular competencies, including Mathematics. Staff continue to make this a focus as a way of engaging learners and applying skills and knowledge in meaningful ways.

For the 2023/2024 school year, we have identified a need to continue our focus on Numeracy by expanding students' skills in selecting *Strategies and Approaches* to increase *Accuracy*; while also improving students' abilities to influence wellness through student agency.

## GOAL STATEMENT

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**Goal 1: All students will extend their capabilities to MEET or EXCEED grade level expectations in Numeracy.**

CONNECTIONS TO:

Curriculum: *Mathematics, Understanding and Solving*

FESL: *Intellectual Development*

Gulf Island School District Strategic Plan, Objective 1.1 Enhancement Agreement Goal 4: Success

**Goal 2: All students can identify and apply age-appropriate strategies in supporting personal wellness and student agency.**

CONNECTIONS TO:

Curriculum: *Core Competency of Personal Awareness and Responsibility* FESL: *Human, Social and Career Development*

Gulf Island School District Strategic Plan, Objective 1.2

Enhancement Agreement Goal 1: Belonging

## AREAS OF STRENGTH/GROWTH

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### **Intellectual Development-**

**Reading-** Evidence from ongoing reading assessments from all grades, triangulated with classroom data and FSA results, indicate that reading is an area of relative strength for our school. Our spring report card data indicates **72% of all students are Fully Meeting or Exceeding Expectations. Overall, 95% of students are On Track.** According to our IPASS data, **79% of our students are Fully Meeting or Exceeding Expectations when reading and responding to grade level material.** This data is corroborated by our FSA data indicating that Pender students have demonstrated strong capabilities in literacy with 92% (Grade 4's) and 95% (Grade 7's) On Track or Exceeding grade level expectations. In the 2023/2024 year, we will continue to support ALL learners and provide targeted instruction for students who are Minimally Meeting or Not Yet Meeting expectations. Staff have noted that providing strategic intervention as well as focusing on the enjoyment of reading has been beneficial for many reluctant readers. A focus on *Comprehension* and *Response and Analysis is the focus* for Fall 2023. This is supported by item analysis of FSA data indicating that our readers need to apply deep knowledge to go beyond the text by explaining, generalizing, or connecting ideas.

**Writing-** Data in writing indicates it is an area of continued growth for our school. Our spring report card data in Writing indicates **70% of all students are Fully Meeting or Exceeding Expectations. Overall, 97% are On Track.** According to our IPASS data, **76% of our students are Fully Meeting or Exceeding Expectations when given a written performance task.** As staff reflected on preferable practices from the 2022/2023 year, they noted that individual conferencing and goal setting was essential in moving students forward. Teachers and supporting adults will continue with this practice; in addition, to providing targeted instruction for students who are Minimally Meeting or Not Yet Meeting expectations.

**Numeracy-** As we turn to our numeracy assessment, we note this is an area of continued growth for our school. Our spring report card data in numeracy indicates **78% of our students are Fully Meeting or Exceeding Expectations. Overall, 96% are On Track.** According to our IPASS data, with **68% are Fully Meeting or Exceeding Expectations when given a written performance task.** FSA data from Fall 2022 indicates that **100% of Grade 4's are On Track or Exceeding grade level expectations, but this drops to 84% of Grade 7's.** Our individual classroom data indicates that of those students in the Minimally Meeting or Not Yet Meeting, a disproportionate number are at the upper intermediate level.

Our goal is to continue to provide targeted instruction to students Minimally Meeting or Not Yet Meeting expectations, while simultaneously moving our Fully Meeting learners into Exceeding. Throughout the 2022/2023 year, targeted instruction and one on one support were critical for shifting the mindset of reluctant mathematicians, as was the introduction of games and repetitive practice of basic math facts. When we dig deeper into our spring assessments, we notice that the *Learning Standards* connected with the *Curricular Competencies of Understanding and Solving*, are an area of growth for our students. This year, we will continue to focus our efforts on supporting students to analyze problems, develop a plan and verify solutions. Numeracy will therefore continue to be our primary academic goal for 2023/2024.

**Career Development-** Students need to be actively engaged in the learning process, know their strengths and stretches and set goals to achieve them. Based on our *End of Year Transition Data* in IPASS, we notice that **69% of our K to 5 students and 60% of our Grade 6-9 students are On Track and feel a sense of control in the learning process.** IPASS transition statements indicate that a portion of our student body are considered at-risk for academic or social emotional reasons. **18% of our K to 5 students and 13% of our Grade 6-9 students are in Yellow or Red academically. Meanwhile, 13% of our K to 5 students and 27% of our Grade 6-9 students are in Yellow or Red for Social Emotional reasons.** The increase in social emotional needs at the Junior



Secondary level is notable and has been a focus of PIES in previous years, as we have worked to create a sense of belonging and care. Our Student Learning Satisfaction Survey results indicate that **our Grade 4 and 7 students both feel there are 4 or more adults at the school that care about them.** This is a strength of ours. Many of our Grade 7 students indicate that they are learning about how to care for their mental health; while those numbers are notably lower in our Grade 4 sample. We want to ensure that lessons around mental wellness start early to equip students with the tools they need as they reach adolescence. Overall, our goal is to engage ALL our students in a rigorous process of goal setting and feedback that empowers students to take greater ownership of their learning. We want to build student agency, where "a student has the right to manage decisions and choices, to control positive outcomes in their learning." (S.Moore, 2021)

## PROCESS FOR REVIEWING/REVISING/DETERMINING

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We use student learning data to set clear learning intentions and develop plans to support student growth both academically, as well as socially and emotionally. These plans involve the collaboration of classroom teachers, School Based Team (SBT) and administration.

**Classroom:** Each classroom teacher will develop a strategic and targeted plan for supporting all students to achieve their fullest capabilities. These plans will be shared with administration at class meetings in early Fall. Drawing on data gathered through classroom observation and IPASS data, the LIST will work with teachers to create a Support Plan detailing the specific needs and targeted instruction of students in Red and Yellow. These Support Plans will be reviewed with administration and adjusted at midpoint and formal reporting times throughout the year. As part of classroom *assessment for learning* practices students will complete routine reflections through journal writing. These journal reflections will ensure student voice plays an important role going forward.

**SBT:** In addition to the work of classroom teachers, the School Based Team will meet bi-weekly to ensure that effective and timely supports are identified and delivered for students with significant needs. Teachers will be encouraged to participate actively by referring students in Yellow and Red and attending meetings to discuss concerns. The LIST will monitor and support teachers in providing strategic instruction for red and yellow students. Updates in student progress will be provided to SBT once a month for these students.

**Whole School:** Conversations around our assessment practices will help to inform and drive our monthly discussions at Staff Meetings. Through collaborative dialogue and staff meeting discussions, we will engage in conversations about current pedagogy and determine ways to support student abilities in Numeracy and Wellness through increased student agency.

## PURPOSE / DATA RATIONALE

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The collected data (as shown under Additional Information) provides our rationale for concentrating staff efforts to strengthen students' skills in Numeracy and develop abilities in Personal Awareness and Responsibility through a focus on student agency.

# COLLABORATIVE CULTURES

## ENGAGING STAKEHOLDERS / STUDENT VOICE

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Clear communication throughout the year is key to our success.

**Parents/Families:** We will continue to encourage conversations at home that focus on the Big Three: What are you learning? How is it going? Where to next? to help students share thoughts and reflections directly with parents. We will continue to connect with families and ensure they are aware of our progress towards our school goals. This year, we will continue our school newsletter aimed at sharing "What's happening?" at Pender School. This monthly publication will help create a picture for parents of how our school growth plan is unfolding throughout the year.

Beyond regular updates from teachers, we will host families from Mayne, Saturna, Pender, and Galiano through our welcome back bbq in September to highlight goals of connectedness. Finally, we will seek feedback through both school and Ministry surveys.

**Parent Advisory Council:** School administration meets regularly with PAC to discuss school events and provide regular updates on progress towards our school goals. Goals for the 2023/20234 school year will be discussed at the September PAC meeting and feedback collected.

**Community:** We are grateful to have the support of local community members including Ptarmigan Arts, who play a key role in enriching the learning experience at P.I.E.S.S. We will be active in communication with community partners about our school goals to help tailor student activities and supports. This year, we will continue expanding on our partnerships to invite local experts, such as entrepreneurs, carpenters and artists to share their knowledge and intentionally connect activities to numeracy and student agency. Drawing upon the wealth of expertise in our island community will help students develop a better understanding of future career opportunities and develop a purpose in their post secondary path.

In the past, we have periodically, shared our school story in the Pender Post. We will continue to connect with the broader

community with stories about our progress towards school goals, and seek to also produce entries in local Galiano News, Mayneliner and Saturna Scribbler.

**Student Voice:** In developing these goals, we drew heavily on anecdotal observations and conversations with students, as well as Grade 4 and 7 responses to the *Student Learning survey*. As we move forward, gathering student feedback is an important part of our own goal setting and planning at PIESS. We will be collecting student thoughts and reflections through a variety of tools including:

- *Class Journal* writing
- Regular routine reflections (Numeracy)
- *Core Competencies* reflections
- Small interest group discussions with teachers/ Admin
- Student Leadership Group(s)
- Student Representatives contributing to the school newsletter
- *Student Learning Surveys* and *Middle Years Development Instrument (MDI) Survey*

## STAFF/SHARED WORK

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Pender staff plan to collaborate through informal and staff meeting discussions.

Goal 1: Staff will work together to support Numeracy by:

- Reflecting on students' strengths and stretches, and overall successes in the classroom using IPASS, classroom data and FSA data
- Sharing successful strategies for targeting specific needs of at-risk learners
- Exploring ways to create meaningful, routine opportunities for skill development
- Sharing, planning and assessing students' problem-solving skills in Math
- Applying problem-solving skills in the creation of shop related projects
- Providing exemplars of effective problem-solving strategies
- Unpacking current pedagogy around problem-solving skills in Numeracy by exploring resources such as Youcubed, and the professional work of current influencers (Jo Boaler, Dan Meyer, Graham Fletcher and Peter Lijedhl)
- Sharing professional resources and participating in on-line discussions through Microsoft Teams

Goal 2: Staff will work together to support Wellness and Student Agency by:

- Exploring ways to create meaningful, routine opportunities for skill development
- Promoting student wellness through student reflection and journal writing; with key insights from each class being shared at staff meetings
- Creating a culture of care and belonging by developing and promoting inclusive school events

# DEEPER LEARNING

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

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**GOAL 1: To lead/perform this work in Numeracy, staff will need to:**

- Identify practical lessons to increase student knowledge, skills and strategies
- Increase routine opportunities for students to develop problem solving skills in Mathematics
- Identify and plan low floor, high ceiling activities that allow for and promote differentiation
- Engage students in goal setting and reflection on strategies and learning

- Collaborate with Learning Integration Support Teacher (LIST) to support at-risk learners in Numeracy and provide strategic and targeted instruction

**GOAL 2: To lead/perform this work in Wellness and Student Agency staff will need to:**

- Identify practical lessons to increase student knowledge, skills and strategies for agency and self-advocacy
- Increase growth mindset practices to support students in developing a stronger belief in their own capacity to succeed and increase personal self-efficacy
- Provide opportunities to increase student agency through inclusive groups such as SOGI and Student Leadership
- Expand capacity to teach racial equity to students at all ages
- Create a culture within the classroom and beyond that supports students in feeling a sense of belonging and connectedness
- Develop innovative ways to engage learners in routine reflections and goal setting, as they connect to learning in general and the Personal Awareness and Responsibility Competency.

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

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**Goal 1: To be successful in Numeracy, we will need to foster the following skills and abilities:**

- Develop a positive Math identity through a growth mindset approach
- Develop an understanding of various problem-solving strategies including making a model, picture, or diagram; looking for a pattern; guessing and checking; making an organized list; etc.
- Identify a problem and or understand a task
- Create a plan with logical steps for solving a problem
- Collaborate with peers and share ideas to solve a myriad of problems
- Develop estimation skills for checking the reasonableness of solutions
- Develop students' metacognition through routine reflections of preferred math strategies in Math Journals

**Goal 2: To be successful in developing student agency, we will need to foster the following skills and abilities:**

- Identify personal strength and abilities
- Identify emotions and apply strategies to manage and regulate emotions
- Determine appropriate goals, steps to be taken, and monitor progress
- Develop decision making skills
- Reflect on personal growth through Journal writing
- Persevere in difficult situations
- Develop students' skills in advocating respectfully for themselves and personal interests or societal challenges
- Develop confidence in advocating for needs in the face of peer pressure

## APPROACH TO PROFESSIONAL LEARNING?

PIESS staff will work together to build a culture of growth focused on developing students' numeracy skills and student agency.

Exploration of the Learning Pathways is key to better understanding learning progressions in Numeracy and explore the ways in which teachers design lessons and assess student proficiency. Staff will develop common knowledge and shared language around the Learning Progressions, and the ways in which curricular content can be differentiated to support individual learning needs. Staff have expressed a keen interest in connecting with other Outer Island teachers, as well as sharing resources to help build teacher capacity and explore innovative teaching practices. Through staff meetings and informal conversations, staff will come together to discuss: *What's working? What's not? and What's next?*

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# TAKING ACTION

## LEARNING SPRINT APPROACH

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September will mark the beginning of our first Learning Sprint in the 2023/2024 school year. We will focus on building foundational skills in Numeracy by assessing student's current understanding in Number Sense and Operations. Last year, EPIC funds were used to purchase Leaps and Bounds, a diagnostic tool in Numeracy, for students K-8. Teachers will be encouraged to assess student proficiency using the pre-assessment tools from Leaps and Bounds. This resource will help teachers to determine students' proficiency with grade level concepts and select pathways for differentiated instruction based on student need.

The results of our Fall assessment will be entered into IPASS in September; and a strategic and targeted plan will be developed for supporting Yellow and Red students with Developing/ Beginning capabilities. These plans will be shared with Administration at class meetings in early Fall. Teachers will work with supporting staff, including the LIST, to offer strategic intervention in addition to whole class instruction in the grade specific strands. Using the Leaps and Bounds activity cards, students in Yellow and Red will participate in small-group instruction, and receive one-on-one support when relevant.

As part of the Learning Sprint process, students will participate in a post-assessment activity to determine the impact and effectiveness of strategic interventions. This process will involve collaborative dialogue, inviting reflection on process and practice to inform staff on next steps in the learning progression.

# ACCOUNTABILITY

## HOW WILL WE KNOW WE ARE SUCCESSFUL?

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We will use the following data to help assess our progress:

### **Goal 1: Numeracy**

- *Improvement in Numeracy assessment data entered into IPASS*
- *Improvement in FSA data to meet FESL goals*
- *Improvement in the number of students meeting/exceeding grade level expectations in Numeracy*
- *Increased evidence of joy of math (eg. positive feedback from FSA feedback survey, Student Learning Survey and the comments when students enter the classroom)*

### **Goal 2: Wellness and Student Agency**

- *Improved attendance*
- *Anecdotal observation of students self-regulating and interacting in respectful and responsible ways*
- *Increased involvement in school-wide initiatives such as SOGI or Student Leadership*
- *Improved results on MDI and Student Learning Survey*
- *Feedback through student journal writing*
- *Check-in with administration and staff at the end of the day.*

## STUDENT ACHIEVEMENT DATA

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To be collected throughout the 2023/2024 school year

## STUDENT EXPERIENCE EVIDENCE

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Monitoring student progress throughout the year and engaging students for feedback will be essential for progress in both of our school goals.

- We will hold small interviews with student groups at different grade ranges to elicit information about their impressions of direct approach on student goals.
- We will hold a brief survey in our upper intermediate and junior secondary program through TEAMS in the fall and the spring to gauge confidence in student agency and numeracy. Students will be explicitly made aware of our goals at this time.
- We will interview and record student experiences after direct teaching related to the school goals.
- Students will work with math journals to record progress in numeracy confidence.

## EPIC STORY

### STORY

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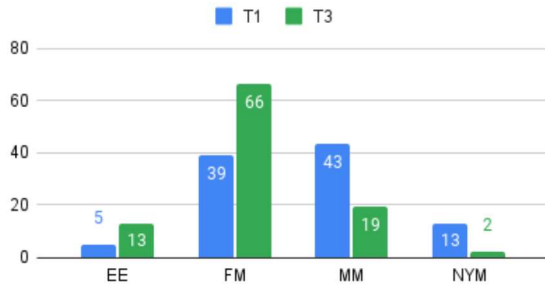
- *I worked very closely with a student in math. We worked hard on counting money, making change, and real-world money spending. One day while chatting with the student they excitedly told me that on the weekend they went up the store, all by themselves, and were able to count out the change needed to buy a treat! It was an exciting moment to see that the learning was successful and seeing the student's excitement in their new found independence made the hard work worthwhile.*
- *This term I got an opportunity to work in a learning support role with a student in the Grade 3/4 class. When I started working with her, she had little confidence in adding and subtracting two-digit numbers. She had difficulty with carrying over and borrowing numbers. By the end of the term, she surprised me by being excited to do math - which she didn't show before. She also showed me that she was able to apply what she learned. Building rapport, going over expectations, and positive reinforcement were key. Repetition was crucial, but also allowing her to experiment to come up with her own strategies was essential. Next, she needs continue with these strategies.*
- *Playing basic games of place value and basic operations really help with confidence building. The one student I'm thinking of in particular, their consistent response was, "I don't know" or shrug of the shoulders. By the end of the year, they would freely join in with small group math conversations*
- *The other success I saw was the very integrated approach the school takes towards supporting students at risk, especially supporting growth in resilience. One student in particular went from zero participation, social withdrawal, and high anxiety states to being far more happy participating in - and making good choices for - their own learning. Admin, counselling, youth care, and other staff worked together with a common goal of empowerment. I've seen students in similar situations fall through every crack imaginable at other schools in other years, and PLESS is just not prepared to let that happen.*



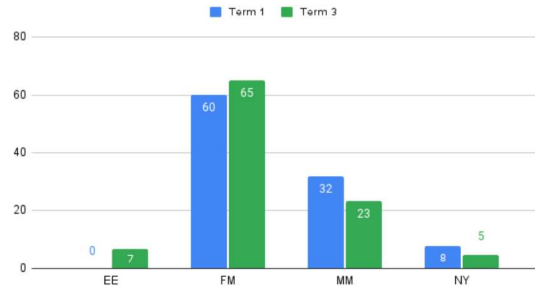
# ADDITIONAL INFORMATION

**School Level Data:** Please note that all numbers indicate percentage of students.

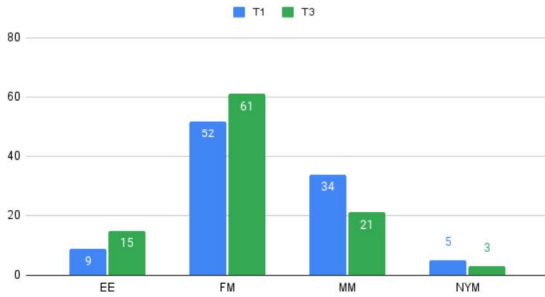
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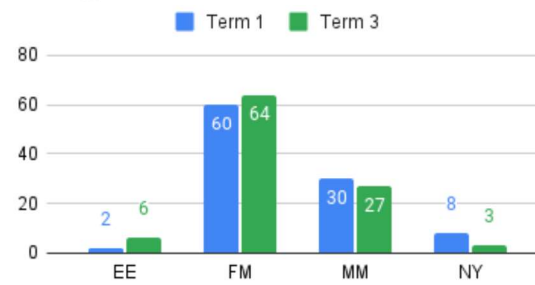
Reading Overall Performance 2022/2023



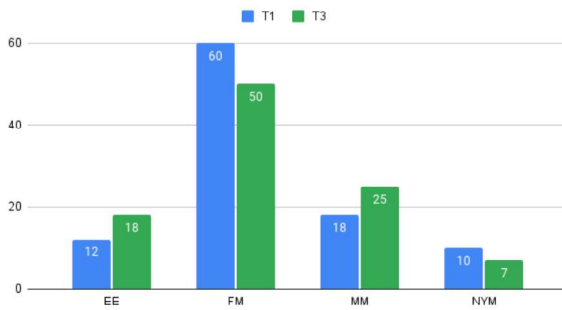
Writing IPASS Assessment 2022/2023



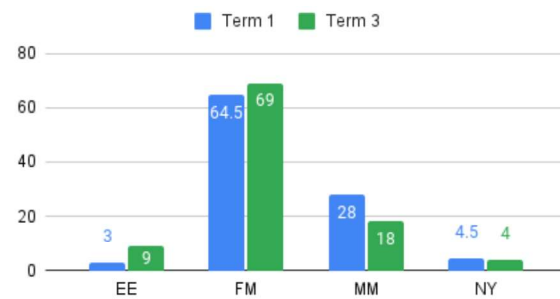
Writing Overall Performance 2022/2023



Numeracy IPASS Assessment 2022/2023

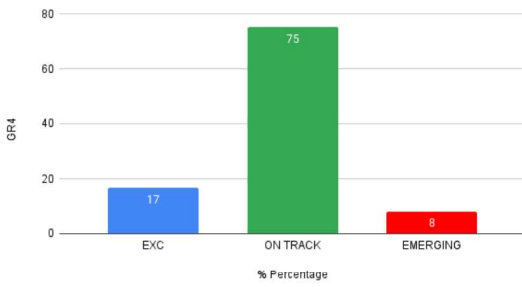


Numeracy Overall Performance 2022/2023

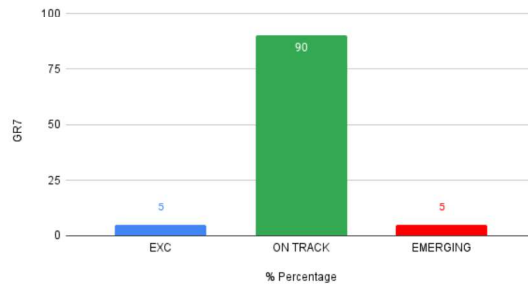


FSA Data:

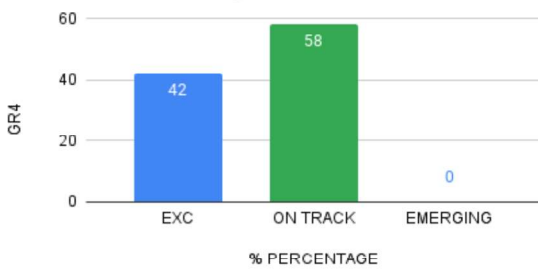
GR4 FSA Literacy 2022/2023



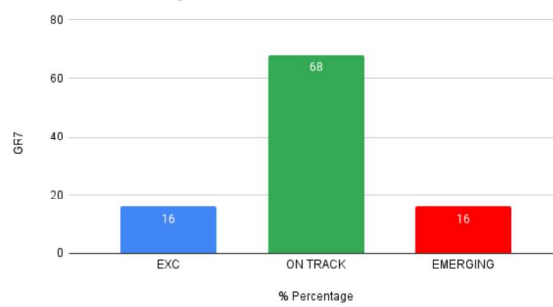
GR7 FSA Literacy 2022/2023



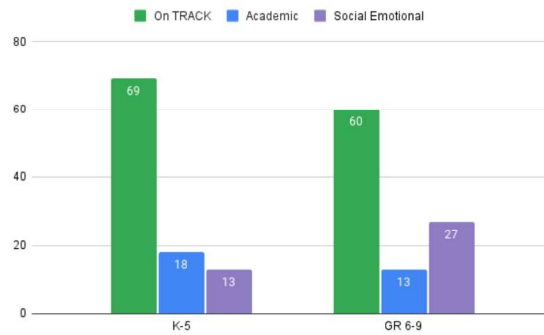
GR4 FSA Numeracy 2022/2023



GR7 FSA Numeracy 2022/2023

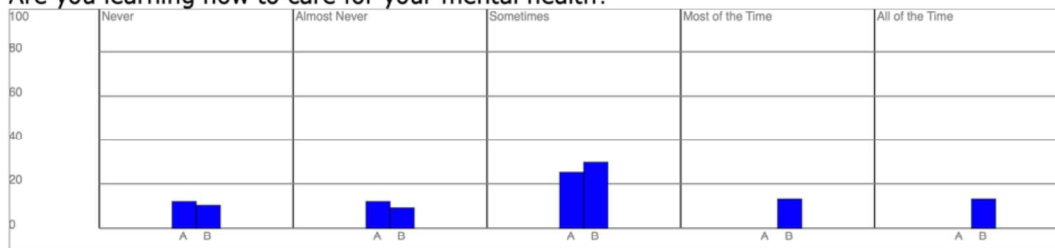


End of Year Transition Data in IPASS

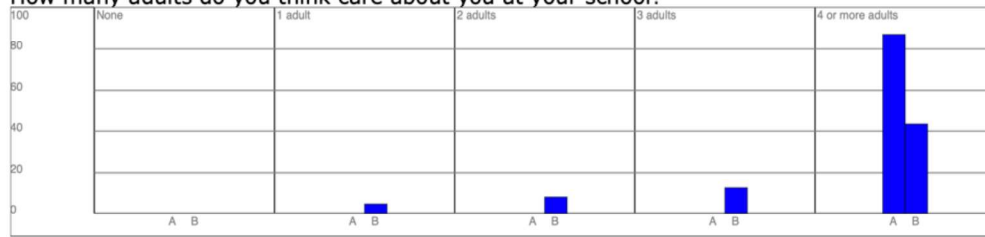


Student Satisfaction Surveys- (Please note that A represents PLESS and B is representative of the District numbers)  
Gr 4

Are you learning how to care for your mental health?

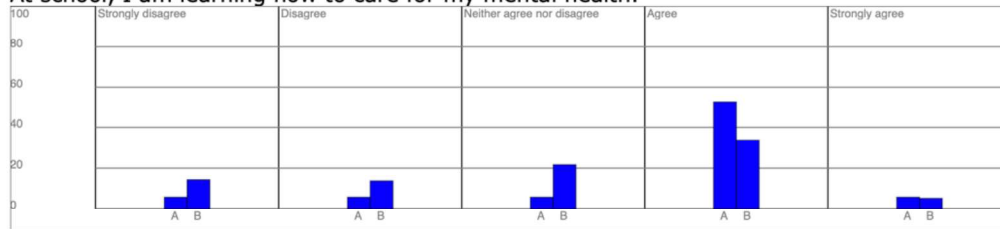


How many adults do you think care about you at your school?



Gr 7

At school, I am learning how to care for my mental health.



How many adults do you think care about you at your school?

