



PHOENIX ELEMENTARY SCHOOL

EPIC SCHOOL PLAN

SUMMARY

This working document is a multi-year plan to enhance student learning at Phoenix Elementary School and is produced in alignment with the Ministry of Education, Implementation Guide for Enhancing Student Learning. Our school goals align with the Prime Goal of Public Schools and will develop independent and critical thinking skills, foundational skills and knowledge and to develop a lifelong appreciation of learning. As part of a continuous improvement cycle, we will will evaluate our collective efficacy, communicate our results and implement practices and strategies to further advance student learning.

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



Phoenix School

SCHOOL IDENTITY/CONTEXT

Phoenix Elementary School serves 36 students from Kindergarten to Grade 7. Our mission is to ensure that every student experiences success in their intellectual, human and social and career development. At Phoenix, every student will receive a student-centered experience where their unique histories, needs and strengths are deeply understood, and tended to.

OUR STORY

We are here to ensure our students leave Phoenix Elementary with the knowledge, skills and supports to confidently navigate their transition to secondary school and to pursue goals that support their continued development. Achieving our school's mission requires a commitment to the principles of student-centered learning. Creating an environment where students are engaged participants in their learning is the core of our work.

GOAL STATEMENT

All students will demonstrate measurable growth in their knowledge, fluency and application of:

1. Numeracy concepts and competencies and;
2. The 6 +1 Writing Traits, across different genres of writing.

We will guide all students towards and beyond on-track performance by the end of the 2023 school year.

AREAS OF STRENGTH/GROWTH

1. Growing competence in the use of 6+1 Writing Traits across all curricular areas.
2. Collaborative approach to student support is rooted in consideration of qualitative and quantitative information.
3. Attention to numeracy instruction will lead to a differentiated, thematically based numeracy program. that maximizes **individualization**, **interaction** with and **integration** of numeracy concepts and competencies across the curriculum.

EPIC REFLECTIONS

Our enrolment as of June 2022 is down by 4 students, when compared to September 2022. Our reduction in numbers has occurred at the primary level, specifically at the K, 1, 2 grade level.

Our Theory of Action is a set of practices that have been shown to create **active, engaged** and **nuanced** learning environments that will promote student success. Our educational staff will:

1. Consider, understand and document what we know about our students interests, strengths and areas of growth;
2. Provide relevant and meaningful learning opportunities that have clearly articulated learning intentions, outcomes and criteria for success;
3. Collaborate with students and families to develop learning goals, monitor individual student progress and engage in routine reciprocal feedback;
4. Use varied instructional and assessment methods;
5. Respond to the diverse needs of our learners using differentiation and/or scaffolding.

FOCUSING DIRECTION

PROCESS FOR REVIEW/REVISING/DETERMINING

Our school will adopt the Annual Reporting Cycle, from the *FESL Implementation Guide*, to ensure a staged and continuous process that is collaborative, flexible, disciplined and focused on learning. To further improve outcomes, we will deepen practices that advance a student-centered approach to learning. A student-centered approach ensures every learner, regardless of how diverse their learning need, will succeed. With this approach, students will make measurable improvements in motivation, self-confidence, personal responsibility and academic success. Throughout the school year we will engage in a continuous monitoring cycle to review and interpret the effectiveness of our strategies, adapt and make adjustments to our strategies, consult with and communicate our progress with our educational partners.

PURPOSE – DATA RATIONALE

Writing and numeracy are complex disciplines and our students will require a high level of competence to ensure a successful transition to secondary school. Students and parents express that they are most concerned about being prepared for math at high school. We have observed incremental increases in achievement in numeracy and writing throughout the past three terms and these results were confirmed by our standards-based assessment data. The data indicates we have further work to do. Many of our students can be regarded as on-track and we see a need to pay attention to individuals in the approaching range of on-track along with those who are not meeting grade level expectations. Using available student-level data will help us pinpoint the learning needs of each child. More detailed and frequent documentation of what students can do and where their challenges are, will help us make visible their learning and act upon this crucial information.

2022 Summative Data	Exceeding	Meeting	Approach	NYM
		On-Track		
Numeracy Assessment (INA/Primary Assessment Tool)	0%	46%	43%	11%
		89%		
Numeracy Achievement (Progress report data)	3%	57%	24%	16%
		81%		
Writing Assessment (6+1 Traits SWW)	5%	51%	27%	16%
		78%		
Writing Achievement (Progress Report Data)	5.5%	51%	38%	5.5%
		89%		

ASSOCIATED ACTIONS

1. Early identification of student strengths and areas requiring development;
2. Intervention and differentiation strategies are implemented in an intentional, expedient and continuous manner;
3. Planned and ongoing monitoring, and tracking of student learning with more frequent formative assessments in writing and use of 6+1 tracking in iPASS;
4. Provide high quality learning experiences that target specific, well-articulated learning goals that include explicit indicators of success;
5. Engage in strategic, professional learning that directly applies to school goals.
6. Maximize the use of the on-track tool to monitor all students with particular focus on students in the not yet to approaching achievement levels.
7. Use of learning sprints (6) for all writing traits in both classes.

EPIC REFLECTIONS

Student-Centered Learning and Our Aspirational Impact on Learning:

A student-centered approach to learning requires a shift in thinking and actions and will transform the role teacher and student play in the learning process. While we already employ aspects of student-centered learning, we know from experience and educational research, that continuing to move in this direction will have a formidable impact on the motivation, engagement, self-efficacy and achievement of our learners and may mitigate the effects of disadvantage and reduce performance gaps within our school.

Process to Develop Initial and Continuous Engagement:

In order to ensure continuous improvement in literacy and numeracy outcomes we will employ: early identification of student strengths and areas requiring development, the implementation of differentiated instruction and interventions and authentic student voice. Teachers and school staff will be working collaboratively to identify and respond to the additional learning and support needs of students. This includes consultation and collaborative planning between school staff and students and their caregivers, as well as collaborative planning between teachers, support staff and specialist staff within and outside education where needed to address individual student needs.

Transparency in Our Approach:

We will demonstrate transparency by utilizing the iPASS On-Track more fully in order to make visible and obtain greater resolution of our student-level data. We will use this tool for ALL students as a way to measure and document learning in all curricular and core-competency and social-emotional domains. We believe that this will give us the finer details with which to make more informed decisions about our effectiveness and how best to optimize our approach.

Phoenix Elementary School Growth Plan Team:

Our team is made up of all school staff, PAC, students and leadership at the School Board Level. The well being, growth and achievement of our students is the priority of our School Growth Plan Team. We know that when students and families are engaged in school, the better the outcomes are for the learner. Together, we intend to take shared responsibility and build our capacity in order to deepen the focus on student learning. In order to maximize the engagement and quality of participation within this group we need to ensure that all parties have VOICE, INFLUENCE, CHOICE and the time to COLLABORATE. In doing so we intend to work together to develop effective approaches that make an impact on student outcomes.

Why Writing and Numeracy...again

Our students On-Track performance is promising and can be seen in the table to the left. We recognize that many students remain in the approaching and approaching to not meeting expectations levels. We have strong evidence to support that some of these learners could be more engaged using a student-centered approach where the student has increased voice, choice and influence in what and how they learn. We also know that highly differentiated classrooms with student-focused activities will give students more time to develop their skills and provide increased opportunity for teacher feedback and real-time support. We will continue to maximize the iPASS on-track tool to measure and document progress to assist the teachers and student to work collaboratively by developing a road map to that next learning goal.

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS

Our students, classes and the school community improve when all stakeholders are engaged. Our engagement framework for 2022-2023, and a School Engagement Plan will be established in September 2022. The goal of the engagement plan is to connect parents to their child's learning through participation in school-based activities. It is our intention that this plan will expand and improve communication channels, invite crucial feedback, provide timely resources and information to parents and build meaningful partnerships.

STAFF/SHARED WORK

Our commitment to school improvement, student success, equity and inclusion requires a shift in practice in the following key areas:

1. **Relationships** between the teacher and the learner become more collaborative;
2. **Curriculum** is more thematic, experiential and inclusive of multiple perspectives;
3. **Instruction** allows for a broad range of learning preferences, builds from learner strengths, interests, experiences and is participatory;
4. **Grouping** is not tracked by perceptions of ability but rather promotes cooperation, a shared responsibility and a sense of belonging;
5. **Evaluation** considers multiple ways for students to demonstrate learning, uses authentic assessment and fosters self-reflection.

STUDENT VOICE

Student voice is key to a student-centered approach to learning. Changing the paradigm of the student-teacher relationship allows for collaborative learning design that takes into account the unique ability ranges and stages of development of students in multi-age classrooms. We will draw upon student strengths, areas of development, interests, life experience and culture, to design authentic learning opportunities that help students reach their goals. We will create the conditions where students have voice, influence and choice in their learning and cement the student-teacher partnership.

EPIC REFLECTIONS

A Parent Community Survey conducted in May 2022, which gathered information from 85% of our families, indicated a desire from parents to (1) learn more about what their children are learning, (2) acquire more resources to support the mental health and cognitive growth of their children.

This demonstrates a desire from the parents to develop their own capacity around understanding and participating in the learning experience of their children and to acquire capacity around mental health topics. The staff will work with our PAC to plan and design activities to address these requests.

The 2021-2022, school year saw full implementation of iPASS. Teachers utilized it for progress documenting, assessment data and to document progress using the on-track tool. As a staff we utilized the assessment data and achievement data at all levels (macro, meso and student level data) to explore trends, gaps and opportunities.

For the 2022-2023, school year we will be expanding the use of the on-track tool to measure and document progress for all students regardless of their level of achievement. This effort will be supported by the Principal, who will work with teachers to ensure the information being documented:

1. Identifies student strengths;
2. Identifies student challenges;
3. Identifies strategies that have been effective to support the student in extending their learning.

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM

THIS WORK?

Staff will need to learn how to effectively implement the defining elements of a student-centred environment including and not limited to:

1. Co-development of authentic and meaningful learning objectives with individual students;
2. Providing effective support for the diverse needs of our students through assessment, allocation/adjustment of resources, monitoring and collaboration;
3. Design and implement thematically-based learning activities that are highly differentiated and cross-curricular;
4. Making learning visible for students, teachers and parents.

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

Fostering the Core Competencies reinforces the student-centered approach and will deepen student learning by:

1. Building student responsibility and efficacy;
2. Providing opportunities for student voice;
3. Supporting the development of metacognitive and the ability to set learning goals;
4. Engaging in Professional learning that targets our two goal areas and supporting students with anxiety. Our objective is to become leaders within the District in supporting students with anxiety and building a network of support for our school community.

APPROACH TO PROFESSIONAL LEARNING?

Our approach to professional learning is rooted in a desire to become more effective educational practitioners and to develop a culture of collective efficacy.

Our approach to professional learning will include:

1. **Participation in formal learning to acquire knowledge and skills** in student-centered learning, effective pedagogy in writing and numeracy, developing student voice, trauma-informed practice and restorative practices;
2. **Peer-feedback** will be used to inform effectiveness when implementing a new practice;
3. **Inquiry** into an area of individual/group exploration that occurs over an extended period of time with intentional effort and a critical eye to evaluate impact on student learning through learning sprints. Possible avenues for inquiry include evaluating impact of intentional use of on-track tool, impact of student voice on learning, impact of centers approach to writing instruction on engagement and achievement.

EPIC REFLECTIONS

Students will demonstrate traits of effective writing by learning the 6+1 Traits.

Students will self-reflect on their writing in the context of the Traits and that they will be able to develop personal goals that will support their continued growth as writers.

In numeracy, students will be given opportunities to develop and communicate deeper understandings of math through instruction and activities that activate flexible thinking, reasoning and problem solving. Teachers will support this by: (1) Structuring learning around goals, (2) Building in routines for self-assessment and self-advocacy, (3) Lowering student anxiety and improving engagement through the use of effective routine, structure, organization and the use of meaningful/relevant activities (4) Use a station rotation model that allows for individualized support, self-paced and collaborative, problem-solving tasks.

The *First People's Principles of learning* and *Indigenous Knowledge and Perspectives* are integrated and embodied in a student-centered approach. Our approach is strongly aligned with SD64 Indigenous Education Enhancement

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

At Phoenix, our primary purpose is to enhance the growth and potential of each child. In general, we define student success as growth and learning. More specifically, achievement in numeracy and writing will improve from our baseline measurements.

We will know we have designed an effective student-centered environment when students:

- Are active participants in their own learning;
- Make decisions about what and how they learn;
- Construct new knowledge and skills by building on current knowledge and skills;
- Understand expectations and can use self-monitoring and self-assessment tools;
- Work in collaboration with others;
- Produce work that demonstrates authentic learning.

We will know we have designed an effective student-centered environment when teaching staff:

- Recognize and accommodate different learning styles;
- Provide structure without being overly directive;
- Listen to and respect each learner's point of view
- Encourage and facilitate learners' shared decision making;
- Manage resources (time, human, material) to match needs of student;
- Include learning activities that are personally relevant to learners;
- Give learners increasing responsibility for the learning process;
- Help learners refine their understanding by using critical thinking skills;
- Support learners in development and using effective learning strategies for each task;
- Teaching staff engage in peer-peer feedback and collaborative inquiry that results in an impact of student learning.

STUDENT ACHIEVEMENT DATA

1. Formative assessments checkpoints and entries in the on-track tool;
2. Student work samples;
3. Progress report achievement data, teacher and student observations and attendance records;
4. Prior student achievement data;
5. Student IEP goal achievement;
6. Social-emotional, and executive functioning data;
7. FSA data, Student Learning Survey, MDI, school-based surveys;
8. Student self-assessment and teacher observation, student and parent voice, parent participation.

STUDENT EXPERIENCE EVIDENCE

Our summative writing assessment in May 2022, which was given to all students, asked if they could design the ideal classroom, what would it look like, sound like and feel like. These writings inspired us to consider learning framework and design an environment that supports positive interactions among learners and provides a supportive space in which the learner feels acknowledged, respected and validated. The student-centered framework was the natural fit, given the unique characteristics of Phoenix School and its learner profiles.

EPIC REFLECTIONS

We will know that we are successful in writing, when:

- Students move towards on-track or extending proficiency in writing;
- Students shift proficiency to on-track and extending performance in conventions, organization, sentence fluency and presentation;
- Students engage in writing to share their stories and knowledge with increasing sophistication, quality and independence;
- Students communicate what they are learning or practicing in their writing and share learning goals using the trait specific language;
- Students self assess their writing based on what they have learned and the intended learning target.

We will know that we are successful in numeracy, when:

- Students move towards on-track or extending proficiency in numeracy;
- Students shift proficiency in the performance standards for: reasoning /analysis, representation/communicating, understanding/solving and reflecting;
- Students are able to utilize a problem solving approach with increasing independence to develop an approach or strategy that is appropriate for the task;
- Students are increasingly able to make appropriate use of mathematical vocabulary and apply it when communicating in a mathematical situation;
- Students are increasingly competent and fluent in their application of number sense, sequencing, estimation, grouping, pattern identification, measurement and data analysis;
- Students can self assess their problem solving strategies and mathematical solutions based on what they have learned and in relation to the intended learning target.