



GULF ISLANDS
SCHOOL
DISTRICT 64

EPIC SCHOOL PLAN
2023 – 2024

Saturna Island
Elementary School

SIGNATURES

PRINCIPAL

PAC CHAIR

TEACHER

STUDENT

OUR SCHOOL

SCHOOL IDENTITY/CONTEXT

Saturna Island Elementary School serves 15 students in grades K-5. The school building is comprised of two unique sides, one side which is attended by students grades K-5, and the other side which hosts the Saturna Ecological Education Centre, an ecologically based secondary program drawing students from around the province. The school boasts an extensive outdoor play area including a playground, fields, pickleball court, and community garden. Once a week, the Saturna Strong Start program, for children aged 0-4, uses the school. Facilities. The addition of an early childhood and out of school care program space is slated to begin construction in Summer 2023.

At Saturna Island Elementary we value educational equity, engagement, and excellence for all. Our motto is: "We are safe. We are healthy. We are kind." While the classroom teacher creates personalized learning opportunities for students, authentic partnerships with school, district staff and parents, help to support students with additional needs. Our current body of students demonstrates joy in the autonomy, relatedness, and competence that comes through hands-on learning. Saturna Island Elementary School is committed to nurturing peer relationships in our multi-age environment.

OUR STORY

The Saturna Island Elementary school is characterized by its multi-age learning environment. Students regularly interact with children of other ages, including visitors to the Strong Start Program and the Saturna Ecological Education Centre secondary school program. Our group is characterized by a diversity of learning needs, and by two cohorts of students, one in the early primary grades and the other at the Grade 5 level. This class composition allows for targeted group instructions, as well as individual supports based on student ability.

We know that Kindergarten to Grade 5 is a critical time for students to develop the foundations of life-long learning. This past year at Saturna School, our students have grown in their capacity to regulate their social emotional well-being, in addition to developing strong work habits and a sense of purpose in learning. These new-found skills have allowed our students to excel, and for our staff to work diligently to improve foundational skills.

Building upon a district-wide initiative towards data informed assessment, we have implemented daily practices to focus on foundational skills. More specifically, we have provided a balanced literacy program that includes read aloud, shared reading, guided reading, independent reading, and word study. Strategic intervention has been provided to support our Yellow/Red students who are struggling at grade-level in both Literacy and Numeracy.

As the new school year begins we are excited to continue building a culture that supports strong foundations for academic success. In the 2023/2024 school year, we look forward to enhancing all areas of student growth, but note a particular need for the continued development of reading skills.

GOAL STATEMENT

At Saturna School, we will continue to focus on cultivating a culture of literate and numerate learners. Based on our available data we see a particular need for development in reading. Staff and students will aim to develop a growth mindset for each student in reading. Focusing on individual academic success will specifically connect to our District Enhancement Agreement goal of Success.

We believe that by encouraging mistakes, praising effort as well as results, and encouraging problem solving, that students can come to experience learning as a process, not as a product. Leading by example, we will explore the power of the word "yet" as a marker of ongoing progress when learning is approached with a positive and growth-oriented attitude.

Goal 1: For the 2023/2024 school year our goal is for all students to work within their capabilities to fully meet either grade level or Individual Education Plan expectations in Reading and Writing.

CONNECTIONS TO:

Curriculum: *Literacy: Comprehend & Connect; Create & Communicate*

FESL: *Intellectual Development*

Gulf Island School District Strategic Plan, Objective 1.1 and 1.2

Enhancement Agreement Goal 4: *Success*

AREAS OF STRENGTH/GROWTH

Staff have determined by analysis of Spring assessments and Report Card data in IPass, that students have made solid progress in Reading, Writing and Numeracy this year. **Writing and Numeracy are areas of strength for our students with most students considered to be On Track.** While many students have made significant gains, **reading continues to be an area of focus at Saturna School.** Students at all grade levels have made improvements in their phonemic awareness and this is reflected in an increase in reading levels. Students answer within-text questions using evidence and make personal connections.

Our students:

- are developing skills to persevere
- know how to obtain help and supports
- show concern and empathy for others
- support others' learning
- stand up for others
- compromise
- follow rules established by the group
- lead younger peers
- keep calm in difficult situations
- sometimes need adult help to control emotions
- need support to handle distractions
- may have difficulty following directions
- may need reinforcements of self-regulation strategies
- have had fewer opportunities for cooperative projects

We have seen that strengthening reading and writing skills by the end of grade 5 improves a students' ability to cope in the classroom, enhances student academic self-appraisal, and leads to confidence in transitioning to the Pender Island School. We have also noticed that students with improved listening and reading comprehension skills are more able to initiate their own learning, stay on track in collaborative problem solving, and meet numeracy goals.

PROCESS FOR REVIEWING/REVISING/DETERMINING

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 teacher, School Based Team (SBT), administration and whole school team.

Classroom: The 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 in early Fall. Drawing on important data gathered through classroom observation and IPASS data, the LIST will work with the classroom teacher 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.

SBT: In addition to the work of the classroom teacher, the School Based Team will meet monthly to ensure that effective and timely supports are identified and delivered for students with significant needs. The classroom teacher will be encouraged to refer students in Yellow and Red and attend meetings to discuss concerns. The LIST will monitor and support the classroom teacher 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: Our school growth team will involve all staff at our school. Specifically, the team will include the K-5 teacher, Learning Integration Support/Prep teacher, educational assistant(s) and principal. We will use our School-Based Team and staff meetings to come together as a group to discuss progress. Through collaborative dialogue and staff meeting discussions, we will engage in conversations about current pedagogy and determine ways to support student abilities in Literacy through increased student agency.

PURPOSE / DATA RATIONALE

Saturna Elementary Schools' purpose is guided by the following Provincial and District level frameworks:

SD 64 Strategic Plan: The Objective 1.1

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.

Framework for Enhancing Student Learning

Students will meet or exceed literacy expectations for each grade level including on-track or extending expectations as specified in provincial assessments.

SD64 Enhancement Agreement

Ensure Indigenous students experience their highest levels of academic, cultural, social, and individual success while in the care and service of SD64

ASSOCIATED ACTIONS

The following is a list of actions that we plan to take throughout the year. These plans will be reviewed throughout the year to reflect changes to our data and available supports.

Classroom Teacher will: conference with students about writing samples to create personal goals, which will be recorded in iPass. Students will complete a reading interest survey, and parents will be invited to discuss students' literacy and how to support reading at home.

Using Spring 2023 data, teachers will establish:

- reading routines focused on students' choice at individual instructional and independent levels
- online reading tasks targeting comprehension, phonological understanding, and reading interests
- read and respond tasks that encourage daily practice in written output at students' instructional levels

The classroom teacher will support students to develop self-management skills in a variety of areas through an extended, uninterrupted work block (using the Daily 5 model, put forth by Boushey) in which students work on individually levelled, self-paced programs. The focus will be on providing a balanced literacy program that provides greater student choice in timing.

The LIST Teacher will: support ALL *Emerging* students in reading and writing by implementing the Foundational Skills portion of the Fly Leaf decodable books program to help students develop accuracy and fluency, as well as their close-reading skills. The LIST will work with the K to 5 teacher to support early learning and children with special needs by creating play-based learning activities, utilizing LessonPix, Twinkl and Heidi Songs (kinaesthetic learning for phonics and sight words)

The Educational Assistant(s) will: work, under the direction of the K-5 teacher, to support students with orthographic development using the Words Their Way spelling system, Haeggerty Phonoemic Awareness program, and the The Rise method for Dolch word fluency acquisition.

Resources to Support: The teacher will plan a variety of activities for whole class instruction this year which focus on thinking about reading/viewing and writing/representing so that students can better understand who they are as thinkers and communicate with authentic voices to appreciate diverse perspectives. An attempt to connect these strategies to indigenous and other equity groups will be made when appropriate, (e.g. selecting books by Indigenous authors, reading books about diverse families, and special literacy events related to cultural celebrations). This year, the teacher will implement tools and strategies from the following resources: Adrienne Gear, The CAFE (Boushey and Moser), Units of Study (Caulkins), and Differentiating Small Group Instruction (Southall).

June Celebrations: Saturna Island has an enduring relationship with the Saturna Island Women's Club Association. Teachers will provide information about students' pleasure reading habits so that the organization can provide a gift to each student to encourage a life-long love of reading.

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS / STUDENT VOICE

Being a small school with few staff, everyone will make contributions towards this goal. This will help to establish a culture, not only of the classroom but of the entire school community.

The school will engage with the parent community throughout the year on a continual basis in the following ways:

- communicating the EPIC goals when sharing specific whole-class or collaborative learning or projects in a school newsletter
- communicating ways to support extended learning at home and in the community with regards to the purpose of the EPIC plan, and the effectiveness of community supports in PAC meetings
- providing some EPIC student experience evidence to our trustee and board members when requested
- communicating the EPIC goal and connected stories of success for publication in *The Scribbler*

The school will engage student voice by:

- engage student in on-going reflection of individual progress in reading; setting appropriate goals and reflecting on growth
- supporting students to share their own learning at student-led conferences

The Parent Advisory Committee (PAC) will continue to fund opportunities for developing reading skills, such as a subscription to RAZ and foundations online resources. PAC may also choose to fund a home reading incentive program which involves encouraging children to read from a variety of genres and sources through a monthly "Reading BINGO" card.

STAFF/SHARED WORK

We will:

- reflect on students' strengths and stretches, and overall successes in the classroom using IPASS, Classroom data and FSA data
- share successful strategies for targeting specific needs of learners in Yellow or Red
- teach common language for effective reading strategies to all readers
- reflect on the school growth plan at staff meetings and at School Based Team meetings as needed

- continue to develop tools and materials that support the highly collaborative co-teaching model used in our room as children grow and develop
- engage in pedagogical discussions with district staff, administration and mentors to strategize supports for success

DEEPER LEARNING

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

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

- identify practical lessons to increase student knowledge, skills and strategies in reading,
- increase routine opportunities for students to engage in a balanced literacy program,
- engage students in metacognitive opportunities to increase student awareness of effective strategies as readers and writers through reflection and goal setting,
- collaborate with LIST to support Red and Yellow learners in literacy and provide strategic and targeted instruction.

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

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

- continued development of phonological awareness, word families and basic Dolch words,
- knowledge and application of reading strategies, including strategies from The Café and Reading Power resources,
- develop general vocabulary through increased opportunities to read for pleasure,
- understand the purpose for which different texts are created,
- identify genre and text structures used to make meaning,
- plan for writing using pre-writing strategies that support increased written output,
- develop voice in writing,
- use conventions with increased accuracy by self-monitoring in reading or in writing.

APPROACH TO PROFESSIONAL LEARNING?

Saturna staff will work together to build a culture of growth focused on developing students' proficiency in literacy, specifically in reading. The classroom teacher and LIST will collaborate to develop a common language of instruction for students so there is consistency in reading strategies. The classroom teacher will apply for a ProGrowth grant to investigate preferred practices in reading, writing and conferring with students. They will focus on creating the structures and routines that allow for independence and choice in a workshop model. The focus will be on developing inquiry-based lessons and ongoing self-assessment tools regarding habits, attitudes, and stamina. Improving formative feedback in conferences with students to support student skill development and metacognition will be essential.

TAKING ACTION

LEARNING SPRINT APPROACH

September will mark the beginning of our first *Learning Sprint* in the 2023/2024 school year. Staff will begin the year, where they ended off in June, reviewing important strategies and setting expectations for solid work habits and increased stamina that will be the foundation of the workshop model.

The classroom teacher and LIST will assess students' reading abilities using the PM Benchmarks and other diagnostic tools to determine the course of whole class instruction and strategic intervention. Individual goals for students will be developed through student/teacher conferencing. Evidence of proficiency will be recorded as anecdotal or rubric entries in IPass, as well as the teacher assessment for learning binder. Students will be clearly identified as Green, Yellow, or Red (Proficient, Developing and Emerging).

Individual plans will be created, utilizing resources such as the Haeggerty Phonoemic awareness tools, Words Their Way Spelling Inventory, FlyLeaf Intervention assessment tools and Dolch Word list mastery; and these plans will be shared with administration in early October ,and with parents in October's parent/teacher conferences. The classroom teacher will work with supporting staff, including the LIST, to offer strategic intervention and progress will be monitored and tracked in IPass.

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

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

- Improvement in reading assessment data using PM Benchmarks, as entered into IPASS ,
- Improvement in FSA data to meet FESL goals,
- Improvement in the number of students demonstrating proficiency in Literacy on report cards,
- Increased evidence of joy of reading and sense of success as recorded through anecdotal observation.

STUDENT ACHIEVEMENT DATA

STUDENT EXPERIENCE EVIDENCE

What went well?	How do we know?	What's next?
A Kindie made great strides in attempting recognizable letters and engaging in a variety of fine and gross motor skills.	- teacher/staff observation - parent comments	The focus in September will be to increase alphabetic awareness.
A Grade 2 student experienced improvements in reading comprehension and word knowledge.	- PM Benchmark scores - improved scores on the early literacy scores - parent comments - teacher observation	The focus in September will be on direct teaching of reading strategies and ongoing phonological training.
A Grade 4 student experienced improvements in phonemic awareness and phonological understanding.	- early learning testing - parent discussions - PM Benchmark scores	The focus in September will be on continued phonemic instruction, targeting older students through the use of a newly purchased phonological based intensive reading instruction program.

EPIC STORY

STORY

Our youngest students are slowly developing an understanding of what it means to be a student. Last year, they worked on sharing routines, tools, and behaviours that they engaged in to be successful at school. This [coming] year, we want them to develop reflection skills and self-management for presentation in Student-Led conferences, with the future goal of being able to participate in creating a portfolio of their work.

Students who have successfully met our EPIC goal may not be reading and writing at grade level, but will be able to articulate motivation, demonstrate school satisfaction, engage in more goal-directed learning behaviours, show interest in school [and] reflect on self-perceived academic competence.

ADDITIONAL INFORMATION

NOTES