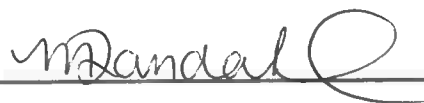


# OUR SCHOOL

## SATURNA ELEMENTARY SCHOOL

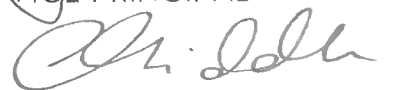
### SIGNATURES



PRINCIPAL



VICE-PRINCIPAL



PAC-CHAIR *Treasurer*



TEACHER

### SCHOOL IDENTITY/CONTEXT

Saturna Island Elementary School serves 11 students in grades K-6. The school building is comprised of grades K-6, and the other side which hosts the Saturna Ecological Education Centre, an ecologically sensitive area.

The facility boasts an extensive outdoor play area including a playground, field, pickleball court, a program, for children aged 0-4, uses the school facilities. The addition of an early childhood and outdoor Summer 2024.

*Saturna School is a little school with a lotta heart!* We value connection, educational equity, engage and are safe. We are kind." Staff work collaboratively to provide personalized learning opportunities for district staff in supporting the needs of all learners. Our current body of students demonstrates joy through hands-on learning. Saturna Island Elementary School is committed to nurturing peer

### OUR STORY

Saturna Island Elementary School is characterized by its multi-age learning environment. Students have opportunities to connect with students in the Saturna Ecological Education Centre secondary school needs spanning K to Grade 6. Targeted group instruction, as well as individual supports based on student needs, are provided amongst students striving to meet their individual goals.



## AREAS OF STRENGTH/GROWTH, continued...

**Writing-** Writing has been a focus for the class this past year with several sprints designed to improve basic conventions and develop engaging leads with the use of mentor texts. Overall, students have demonstrated good growth as they develop individual writing goals. Teachers have noted a need for additional work in exploring the purpose of text and the use of figurative language and voice to make writing more engaging.

**Numeracy-** This year students have worked at their instructional level, developing the basic foundational skills in Mathematics. The class enjoyed several visits with the District Numeracy Coordinator where they collaborated in hands-on tasks, using manipulatives to solve challenges in patterning. One challenge many students have been learning to overcome is the reading and understanding of directions. This has become easier as students' confidence in reading has improved.

We continue to see that strengthening reading and writing skills by the end of grade 5 improves a students' ability to cope in the classroom and enhances student academic confidence. 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.

### PERCENT OF STUDENTS ON TRACK, AS PER REPORT CARD DATA

ON TRACK	READING	WRITING	NUMERACY
2023/ 2024	77	66	77
2022 / 2023	83	83	83

While many students have made significant individual gains, the academics continue to be an area of focus at Saturna School.

### **Human, Social and Career Development-**

The Saturna Elementary classroom is comprised of unique and capable students with their own individual areas of strength and growth. Students K-6 have bonded as a community of learners with the use of positive, declarative language that is not only modeled by teachers but embraced by the students. This has allowed each member of the class to express their thinking clearly and make requests as needed.

Overall, our students, demonstrate the following skills:	Overall, our students, require support with the following skills:
<ul style="list-style-type: none"><li>• are developing skills to persevere</li><li>• know how to obtain help and supports</li><li>• show concern and empathy for others</li><li>• support others' learning</li><li>• stand up for others</li><li>• compromise</li><li>• follow rules established by the group</li><li>• lead younger peers</li><li>• keep calm in difficult situations</li></ul>	<ul style="list-style-type: none"><li>• controlling emotions, at times</li><li>• handling distractions</li><li>• following directions</li><li>• reinforcement of self-regulation strategies</li><li>• engaging in cooperative projects</li></ul>

**Note:** According to our *SD64 Blueprint for Action Tool* data, we have a disproportionate representation of students who are considered a priority for Social Emotional reasons.

Overall, as we reflect on quantitative and qualitative data, we are committed to creating a culture of learning that encourages students to further develop their communication skills, particularly in the area of writing.

## FOCUSING DIRECTION

### PROCESS FOR REVIEWING/REVISING/DETERMINING

Each month, Saturna staff engage in reflective pedagogy where we routinely explore: *What's working? What's not?* and *What's next?* In Spring 2024, we reflected on our qualitative and quantitative data to review current progress and determine next steps. Classroom teachers discussed the need for further development of writing skills and greater use of manipulatives in exploring number sense in Numeracy.

Moving forward, we will continue to use *SD64 Blueprint for Action Tool* 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 the team in early Fall. Drawing on important data gathered through classroom observation and *Blueprint for Action* data, the classroom teacher will work with SBT to create a Support Plan detailing the specific needs and targeted instruction of priority students.

## PROCESS FOR REVIEWING/REVISING/DETERMINING, continued...

SBT: In addition to the work of the classroom teacher, the School Based Team will meet bi-weekly to ensure that effective and timely supports are identified and delivered for students with significant needs. The classroom teacher will be encouraged to refer priority students and attend meetings to discuss concerns.

Whole School: Our school growth team will involve all staff at our school. Specifically, the team will include the K-6 teacher, Learning Integration Support 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 all Core Curricular areas.

## PURPOSE / DATA RATIONALE

The collected data, referred to under Areas of Strength/Growth, provides our rationale for concentrating staff efforts to improving communication skills and writing, specifically. We believe that if we support students to explore mentor texts and set appropriate goals, they will be able to share their thinking in clear, critical and creative ways with greater confidence.

## ASSOCIATED ACTIONS

Strategies for success in Writing will include:

- Implementing Writer's Workshop as part of a balanced literacy program
- Focusing on phonological awareness as well as spelling of basic sight words
- Providing support through a differentiated word program
- Explicit instruction of quality writing
- Use of mentor texts
- Use of class wide writes for formative assessment purposes
- Making writing goals visible for all stakeholders

# COLLABORATIVE CULTURES

## ENGAGING STAKEHOLDERS / STUDENT VOICE

Throughout the school year, we plan to engage families in the following ways:

- Regular updates to PAC
- Updates and samples in the school bulletin, and potentially *The Scribbler*
- A writing wall with student samples
- Sharing of SWW writes or other writing samples at student-led conferences

Throughout the school year, we plan to engage students in the following ways:

- Provide opportunities for ongoing self-reflection and goal setting
- Offer specific and strategic anecdotal feedback
- Support students to share their own learning at student-led conferences
- Support students to display their work with pride on our class writing wall

## STAFF/SHARED WORK

Staff will work together on:

- Engaging in reflective pedagogy to explore students' strengths and stretches, and overall successes in the classroom
- Utilizing *SD64 Blueprint for Action Tool* to record formative assessment and effective strategies for priority learners
- Teaching common language using literacy programs such as 6+1 Writing Traits and/or Writing Power
- Reflecting on the school growth plan at staff meetings and at School Based Team meetings as needed
- Engaging 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?

To achieve our goal of developing student proficiency in Writing, staff will need to:

- Provide targeted instruction to the whole class and small groups.
- Conference with students individually and collectively to determine appropriate goals in writing.
- Develop phonemic awareness through daily instruction and practice.
- Provide differentiated word study, as well as basic sight word lists, to develop spelling.
- Increase their understanding of quality writing including a scope and sequence as well as instructional delivery and assessment of
- Effectively use *SD64 Blueprint for Action Tool* to record formative assessment

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

For students to experience success in writing, we will need to foster the following skills:

- Common language connected to quality writing, such as 6+1 Write Traits
- An understanding of the writing process
- Self-reflection skills as they determine appropriate writing goals
- Self-editing and peer editing skills
- Writing with confidence and joy as students share ideas

## APPROACH TO PROFESSIONAL LEARNING?

Saturna staff will work together to build a culture of growth focused on developing students' proficiency in literacy, specifically in writing. The classroom teacher and LIST will collaborate to develop a common language of instruction for students so there is consistency in writing strategies as well as writing process. Staff will focus on creating the structures and routines that allow for independence and choice in a workshop model. Improving formative feedback in conferences with students to support student skill development and metacognition will be essential.

Staff will incorporate Indigenous voice and text wherever possible using local and/or Canadian Indigenous resources. Through a strengths-based approach to goal setting, staff will explore many of the *First People's Principles* including the idea that *learning is embedded in memory, history and story*.

## HOW WILL WE KNOW WE ARE SUCCESSFUL?

We will know we are successful when students can:

KNOW:

- Language associated with quality writing (e.g. 6+1 Writing Traits)
- Basic conventions including grade-appropriate spelling and grammar
- Various forms and purposes of text
- The writing process- brainstorming, writing, revising, editing
- Use the writing continuum to determine next steps and set goals for proficiency
- Ways to be a creative and critical thinker, adding Ideas/Meaning to their writing

DO:

- Create stories and texts that communicate their ideas clearly and completely.
- Write at grade level (or as outlined in their IEP) with a sense of accomplishment

UNDERSTAND: (BC Curriculum, Big Ideas)

- *Everyone has a unique story to share.*
- *Stories and other texts can be shared through pictures and words.*
- *Language and story can be a source of creativity and joy.*
- *Using language in creative and playful ways helps us understand how language works.*

## STUDENT ACHIEVEMENT DATA

To be collected throughout the 2024/2025 school year.

## STUDENT EXPERIENCE EVIDENCE

To be collected throughout the 2024/2025 school year.

## OUR STORY

### STORIES THAT SHAPE US

#### The Joy of Reading, Growth Plan Goal 2023/2024



**Applying what we've learned:**  
How might we work collaboratively to apply our literacy and numeracy skills creating a golf course challenge?

## ADDITIONAL INFORMATION

### NOTES

#### RESOURCES:

<https://culhamwriting.com>

<https://www.readingpowergear.com/store?category=Resources>

<https://www.smekenseducation.com/Teaching-Even-the-Youngest-Writ/>

<https://nlpslearns.sd68.bc.ca/subject/writing/>

