



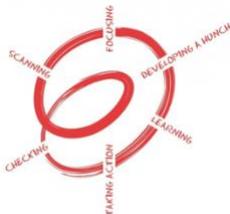
Galiano Community School

SCHOOL PLAN

2019-2020



Inspire – Integrate – Involve



Submitted: June 2019
Principal: D'Arcy Deacon
Vice Principal: Brenda Lepine



Values, Vision, Mission:

GCS honors a growth mindset culture where everyone, adult and child, is viewed as a lifelong learner. With strong partnerships between parents, staff and children we focus on intellectual, social, and career growth, leading to the development of educated persons.

Galiano Code of Conduct:

- We respect S.O.L.E (self, others, learning, environment)
- Galiano K.I.S.S.~ Our actions and words are Kind, Intelligent, Sensible, Safe

Galiano Community School (GCS) context:

Galiano Community School is located in the Gulf Islands School District and serves a community of approximately 1200 year-round residents. School grounds include a well-maintained sports field, new playgrounds, outdoor basketball and tennis courts, school garden and proximity to nature that supports various outdoor education programming. The Main building comprises 3 large classrooms, a flexible learning space, library, gymnasium, kitchen, daycare and strong start programs in addition to the main office. Galiano Community School is currently home to 50 students with three divisions serving multi-age groupings K-2, Gr 3-5, & Gr 6-8 in addition to approximately 25 strong start families. GCS truly is a ‘community’ school. We share property with the community library and enjoy a quality learning partnership that provide regular programming for students. We have strong partnerships with a growing Strong Start, the Galiano Activity Centre (GACs), the Galiano Club Food Program as well as the Galiano Conservancy.

Programs:

Galiano Community School offers a wide range of programming to learners and families. Key foundations to the success of learners at Galiano Community School include daily essential learning times where students work in small flexible groupings with a focus on literacy and numeracy. In addition to the K-8 elementary and middle school, we also offer a Strong Start ELF program for preschoolers and families. This is complemented by the daycare that serves families 3 days per week. Place based learning and outdoor education are part of regular programming through Galiano ecological education classes, partnership with the island conservancy and with the school garden. Galiano school also provides focus for development of student leadership through the Griffins Leadership program.

Summary of Student Body Assets:

Galiano Community School enjoys strong relationships with a **deep sense of belonging** for all. Student survey data indicates that most students identify 4 or more adults as believing they will be successful which provides a strong foundation for student success. Members of our school community regularly practice social and self-regulation skills leading to the development of a shared language. (Zones of Regulation).



Evidence of learning progress demonstrates that **reading** is a strength for many learners at Galiano Community School. Daily scheduled time dedicated to reading for all students has resulted in a culture where most students are not only proficient readers but have also developed a joy for reading.

As a true community school Galiano enjoys regular and ongoing **connections to community**. Through a variety of explorations, both formal and informal, enriched learning opportunities allow students to make meaningful and relevant connections to the community and beyond.

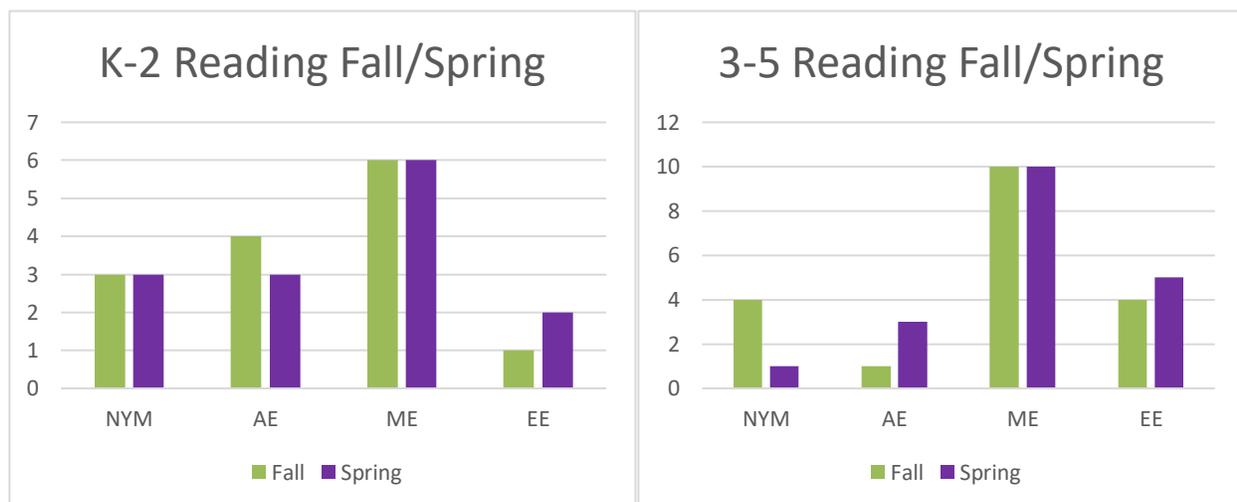
Summary of Student Body Needs:

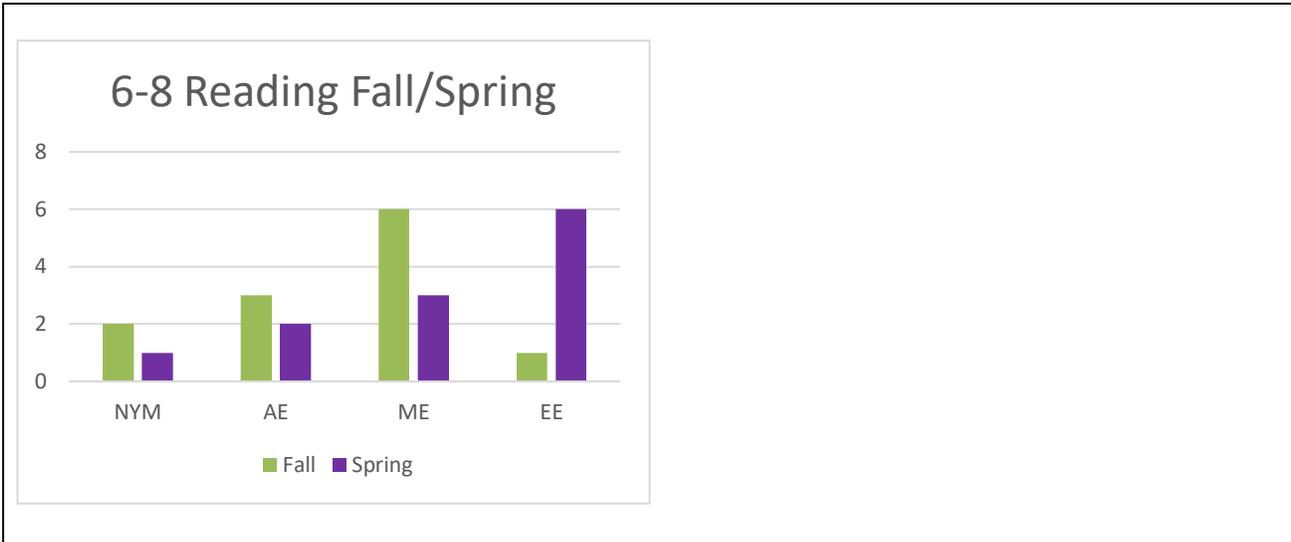
Student survey data and general observations indicate that while many students are developing improved language around identifying social emotional needs, there remains a need to develop purposeful use **strategies for self-regulation** to meet academic goals. A renewed focus on connecting the use of these strategies with clearly defined **learning targets** will play a significant role in both staff professional learning and whole school initiatives.

A further review of evidence of learning indicates that while many students at Galiano have strong reading skills there are some lagging skills in the area of writing. Recognizing the connections between reading and writing, staff will continue with professional learning and initiatives focused on the proper use of **writing conventions** and the development of an author's voice.

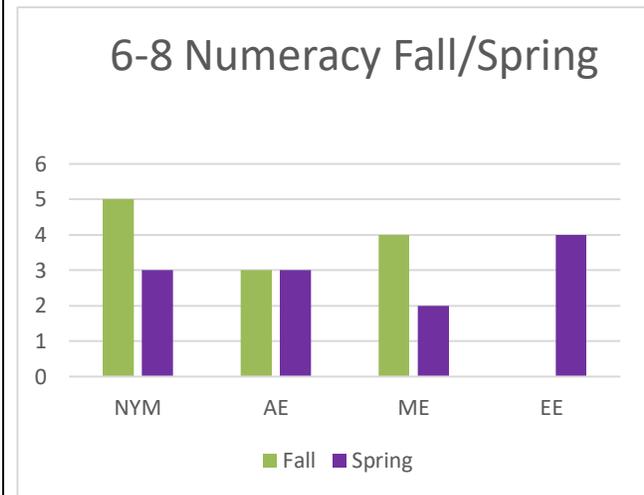
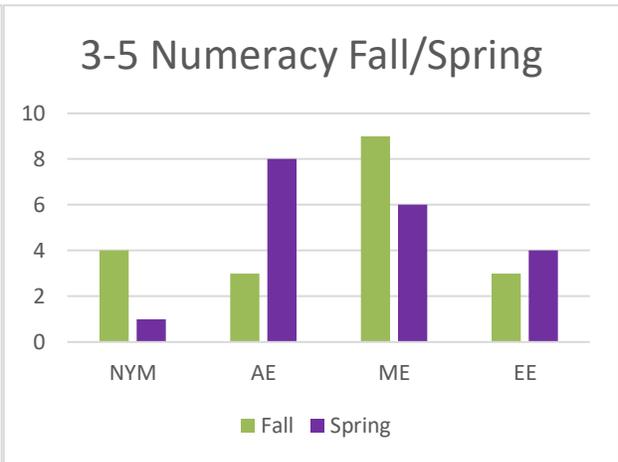
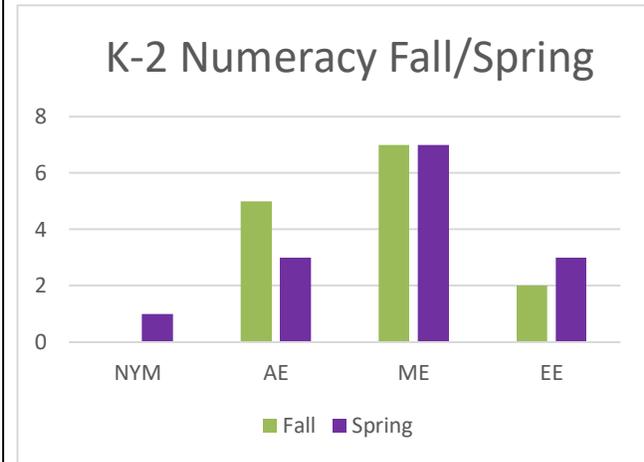
Section 1 – Student Achievement Profile

Reading Data:



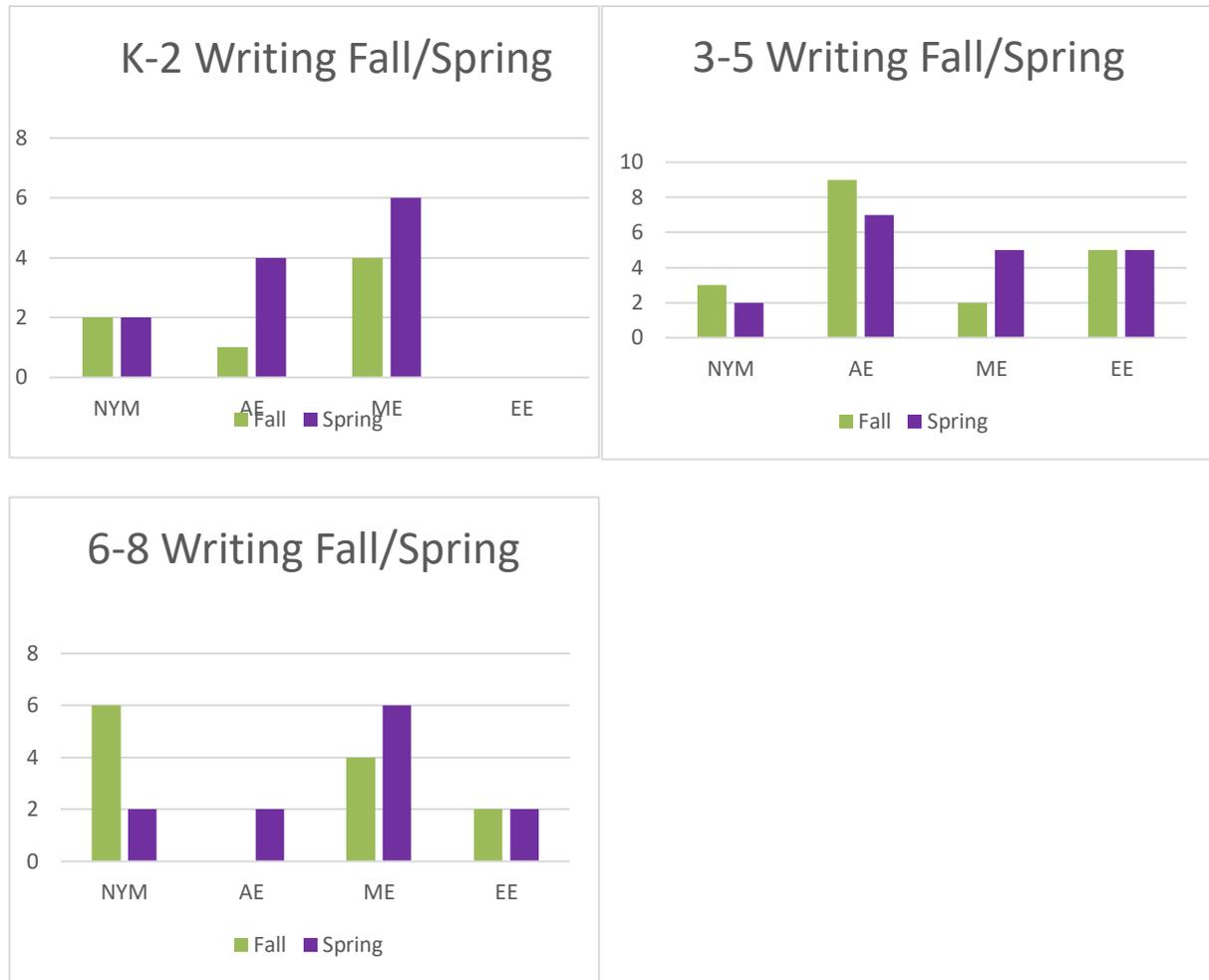


Numeracy Data:

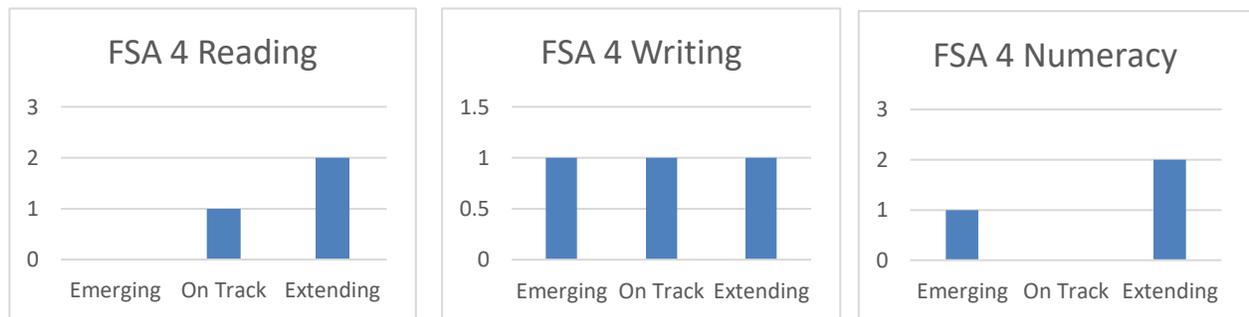


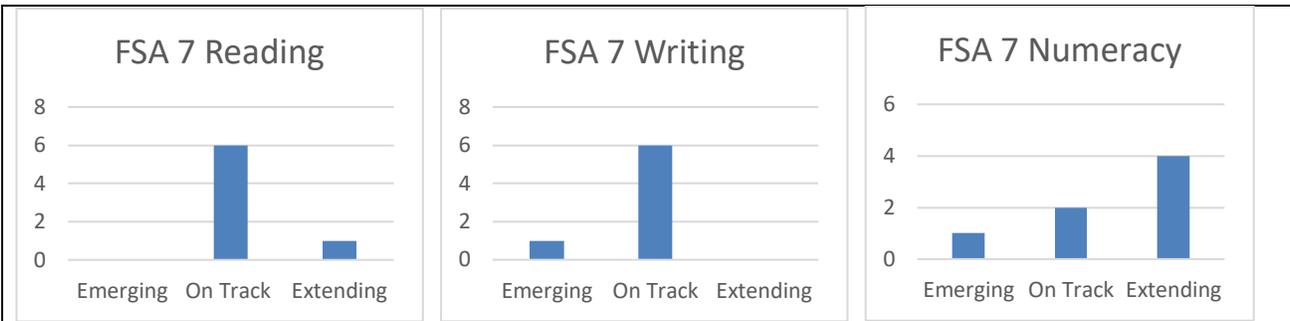


Writing Data:



FSA:

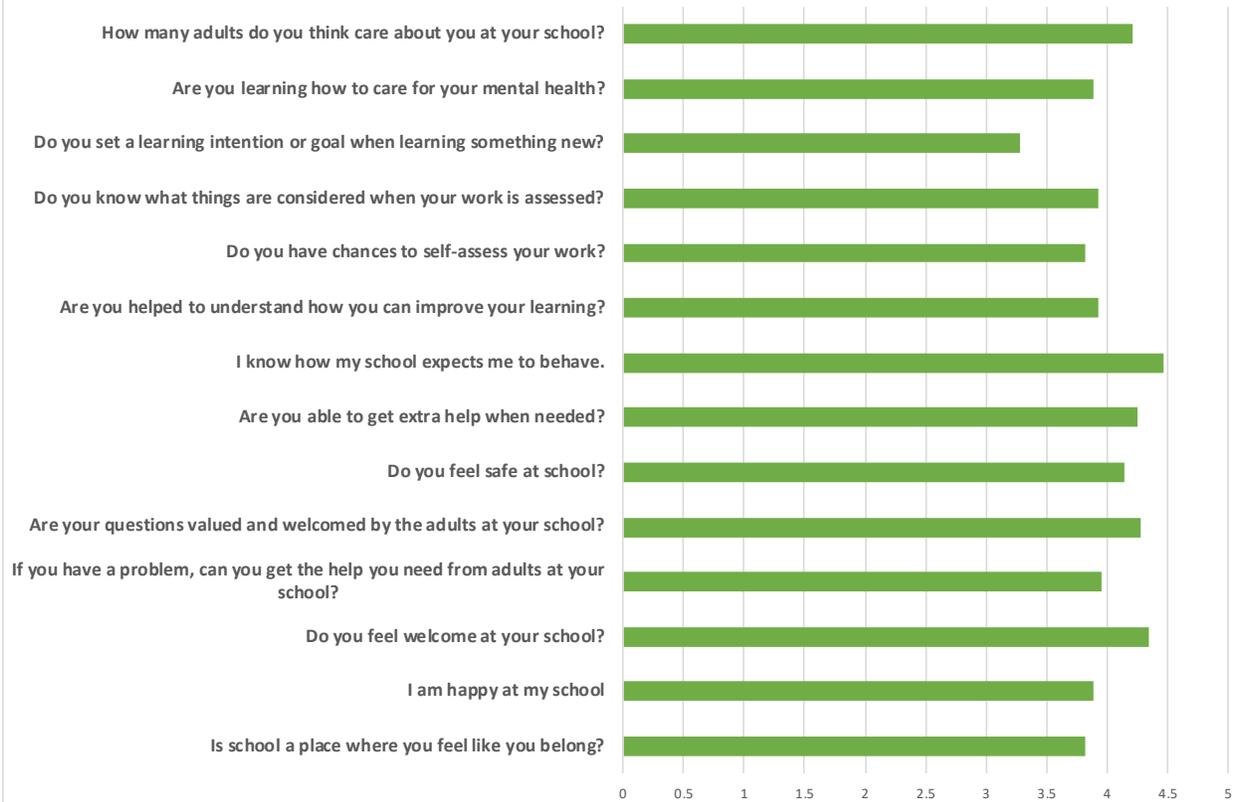




Additional:

Galiano Community School 2018/2019 Student Survey Averages

Top Question Rating Scale: 5 (Everyone), 4 (Most people), 3 (Three or four), 2 (One or two), 1 (None)
 All Remaining Questions Rating Scale: 5 (All of the time), 4 (Most of the time), 3 (Sometimes), 2 (One or two), 1 (None)





Section 2 – Theory of Action

Learning Targets - Self Regulation

Action #1– All staff will connect self-regulation strategies to effective learning targets.

Action #2 – All staff will use direct instruction and quality feedback to improve student writing with a focus on using proper conventions.

Action #3 – All staff will use direct instruction and quality feedback to improve numeracy performance with a focus on computational skills.

Action Plan

Built on a foundation of responsibility, care, service and respect, all staff collaborate to develop an emerging culture where evidence of learning achievement is used for the planning and delivery of specific and targeted instruction that meets learners where they are at. Learning times are planned daily for literacy and numeracy in a dedicated, targeted and uninterrupted manner. With an understanding of the individual needs/strengths of each learner, instructional staff use evidence-based strategies to provide targeted and specific interventions to help learners meet clearly defined learning targets.

A focus of the Galiano Community School approach is knowing where learners are at all times. Consistent and ongoing collection of learning evidence is used to develop specific and targeted interventions including the articulation of additional support and services plans (RTI). Regular monitoring for impact and learner progress determines next steps as decided through a collaborative lens. Instructional staff meet monthly to discuss student progress and impactful strategies during regular formalized school-based team meetings. At each meeting staff are collectively and individually assigned action items for accountability and follow up to ensure adaptive responses are provided to each learner.

Through a variety of approaches, staff at Galiano Community School seek to make learning visible. Through conferencing with students and families, collaborative efforts toward visibility include; clearly understood goals setting, specific and targeted strategies for success, regular monitoring and checking for impact. Our goals, strategies and progress are displayed in a prominent location at school and are visible in our actions and language.

When deemed appropriate, intensive 6 week **learning sprints**, will be used for highly specific and targeted interventions. These interventions may involve individuals, small groups or broader collectives of learners in an effort to rapidly move learning forward with a tight focus on key skills. Staff will create visual representations to support achievement of learning targets and use direct instruction methods to help students realize these goals. Students will be encouraged to use self-regulation strategies (directly taught) to optimize readiness for learning situations.



Professional Inquiry – Will explicit use of learning targets connected to self-regulation strategies, help students successfully achieve academic goals?

Evidence collected from the 2018-2019 action plan indicates that while students have developed a common language to express emotions, there remains a need to connect a **sense of purpose** in the use of self-regulation strategies to achieve academic goals.

Professional Learning- Staff will explore and put into continuous action, professional learning and relevant practices related to academic goal setting (**Learning Targets**). Professional reading will be shared monthly at staff meetings and a review of successful strategies will be shared during classroom meetings, whole school meetings and professional development days. A fall professional development day facilitated by an experienced Learning Targets educator will focus on growing teacher skills in this area. Staff will also continue to explore and teach the use of a variety of **self-regulation strategies** to help students achieve their clearly defined academic goals.

Monitoring for Evidence of Impact

September 2019 - student data will be collected to establish a **baseline for foundational skills** including reading, writing and numeracy. Initial assessments will be confidentially made visible to demonstrate areas of need for instruction. This baseline data will be populated into a spreadsheet for the purpose of defining student specific supports and strategies for success; and for monitoring progress throughout the year.

Using the collected baseline data, coherent and evidence based instructional strategies will be defined alongside clear routines for monitoring of impact. The selection of these strategies will be based on identified student needs (baseline data) and will provide opportunity for staff to grow and refine skills.

Throughout instructional time, academic goals, instructional processes and progress monitoring will be made visible to students, all staff and families. Quality formative assessment practices will guide daily and weekly adjustments to strategies while maintaining a resolute focus on the clearly defined goals for each cycle of the learning sprints.

At each monthly school-based team meeting, impact on student learning will be reviewed through the collection of new evidence. This evidence will be used to assess the efficacy of strategies and to plan for next steps in supports and interventions. Planning for next steps will include; student voice; teacher voice and parent voice. In keeping with a focus on accepting responsibility, action items are assigned to each member of the team with an expectation of progress updates moving forward.

June 2020 – Student data will be collected in all foundational skill areas to make visible learner progress with reference to growing a year within a year. This data will be compared with September baseline and published in June school plan.



Budget and Procedures

Date	Purpose	Cost
August 2019	Purchase of resources and materials for classroom visuals	3 x \$100 = \$300
August 2019	Purchase of Professional Reading – Learning Targets	\$150
September 2019	Parent Workshop	\$100
November 2019	Professional Development Workshop – External and internal Facilitators	\$500-700
December 2019	Midyear review and celebration of learning event (school and community)	\$100
May 2019	Year-end review and celebration of learning event (school and community)	\$150
Total Cost		\$1300-1500

*Funding for this will be accessed through school flex budget, school based pro-d funds, application for pro-growth.

Section 3 – Focus on Learning

Summary of Priorities based on selected data						
1. Student Learning	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities	4. Resources
Grade K-5 Grade Level Reading	All	<ul style="list-style-type: none"> -Small group guided reading; 1 to 1 reading with classroom teacher; Bi-monthly teacher student conferencing -EPIC reading program -volunteer 1 to 1 reading --direct teaching to K-1 students of pre-reading/phonological awareness skills/ -support for older students lacking phonological skills -access and use of 'Just Right' books for all students particularly older students 		<ul style="list-style-type: none"> -Baseline data (September, Feb, May) -6 week learning sprint cycle -term timelines for reporting and student conferencing 	<ul style="list-style-type: none"> -Classroom teacher -initial and ongoing assessment of student reading skills - regular instruction, Tier 1 and 2 interventions. Regular use of phonological awareness tool -LIST- Tier 3 interventions and small group pull-out for targeted instruction -Principal- ongoing monitoring and support of intervention strategies 	<ul style="list-style-type: none"> -Daily 5 reading program materials -PM benchmarking kits -Fountas and Pinnell reading assessment tool -levelled readers and literacy instruction materials -Guided reading practice
Writing – All students will improve writing skills with a specific emphasis on proper use of conventions	All	<ul style="list-style-type: none"> -direct instruction focused on clear expectations for proper use of conventions -clear teaching of proofreading and editing process -writer's workshop -self assess, peer assess 		<ul style="list-style-type: none"> -Baseline data (September, Feb, May) -6 week learning sprint cycle -term timelines for reporting and student conferencing 	<ul style="list-style-type: none"> -Classroom teacher -initial and ongoing assessment of student writing skills, regular instruction, Tier 1 and 2 interventions. Regular use of phonological awareness tool -LIST- Tier 3 interventions and small group pull-out for targeted instruction -Principal- ongoing monitoring and support of intervention strategies 	<ul style="list-style-type: none"> -6 + 1 traits of writing -BC performance standards -Van Isle Literacy Network Writing Continuum -Writing power and non-fiction writing power -Fountas and Pinnell Reading assessment -Guided writing practice
Numeracy – All students will improve numeracy performance with specific emphasis on computational skills	All	<ul style="list-style-type: none"> -daily computation (Trevor Caulkins,, Kim Sutton Math games etc.) -review and direct instruction of computational skills required for deeper exploration of numeracy topics 		<ul style="list-style-type: none"> -quarterly analysis of skills acquisition 	<ul style="list-style-type: none"> -classroom teacher – initial and ongoing assessment, regular daily instruction and practice. -SBT -all 	<ul style="list-style-type: none"> -computation practice workbooks -daily computation sheet -DMA, Vernon numeracy assessment -Humphries and Palmer -Number talks -Tier 3 Lit resources -Daily 3 Numeracy

Additional School Goals (Optional)

Goal #1

- **Numeracy - Through direct instruction, all students will improve computational skills for numeracy success.**

Goal #2

- **Increased visibility of student learning and educator practice**

School Name: _____

Ratified by School

School Year: _____

Staff: _____

Date of Plan: _____

Signature of Principal: _____