

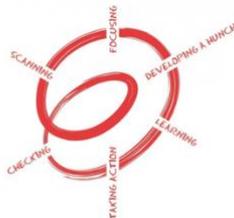


Mayne Island School

2019-2020



Inspire – Integrate – Involve



Submitted: June 24, 2019
Principal: D'Arcy Deacon
Vice Principal: Amy Dearden

School Mission Statement

At Mayne Island Elementary/Junior Secondary School we believe in a community of learners. Every individual in the community is special, has gifts and deserves to explore and share their gifts in a safe, respectful and fun environment. We encourage exploration, teamwork, compassion and understanding at all times. We support individuality, creativity, and a strong holistic relationship with nature.

School Context

Mayne Island School elementary/junior secondary serves a community of approximately 1000 full time residents. School grounds include a sports field, well used playground, school garden and proximity to nature that supports various outdoor education programs. The main building comprises 3 large classrooms, a library, large gymnasium, home economics teaching kitchen, strong start and daycare programs and the main office. There is also a fully equipped wood shop. The school has a stable population of 28 students K-8 structured in multi-grade/age groupings. There are 2 home rooms K-3 and 4-8 although students are often placed into varying groups to support and extend learning opportunities.

Summary of Student Body Asset

- While still a focus area, students have made significant growth in areas of reading since Fall 2018. Evidence of this can be found from comparing DART data from the Fall 2018 and DART data from Spring 2019 for both homerooms
- Use of self-reflection tools and processes currently in place will allow for smooth transition to implementation of goal setting

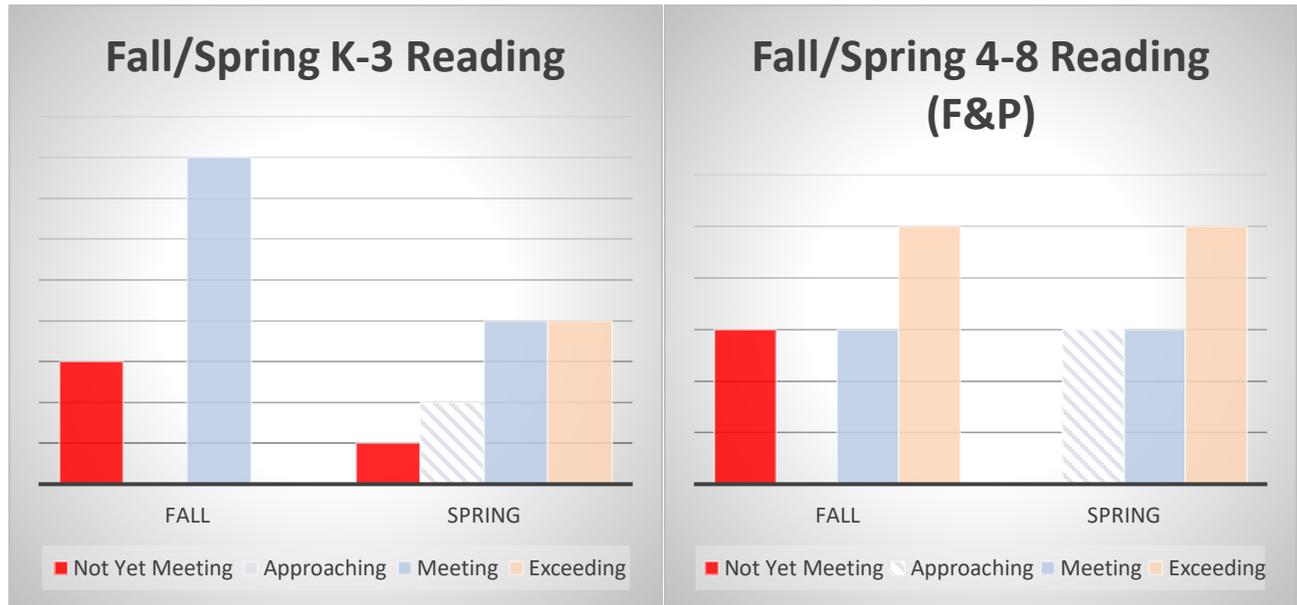
Summary of Student Body Needs

- When the Numeracy overview data is examined in detail it is evident that the need for **greater number sense awareness and mastery** is consistent across all grades.
- While great gains were made this year for many readers, **reading at grade level** remains a focus area for our students
- As evident in the student learning survey's conducted by the school across all grades, it was clear that **goal setting** is an area needing further improvement and visibility
- When examining the overview data for **writing** in detail it is clear that an area holding our students back from meeting grade level expectations is that of **proper convention use**. Students have a strong understanding of literary elements, story idea generation, and literary devices, but are in need of further development in the area of structure, grammar and conventions

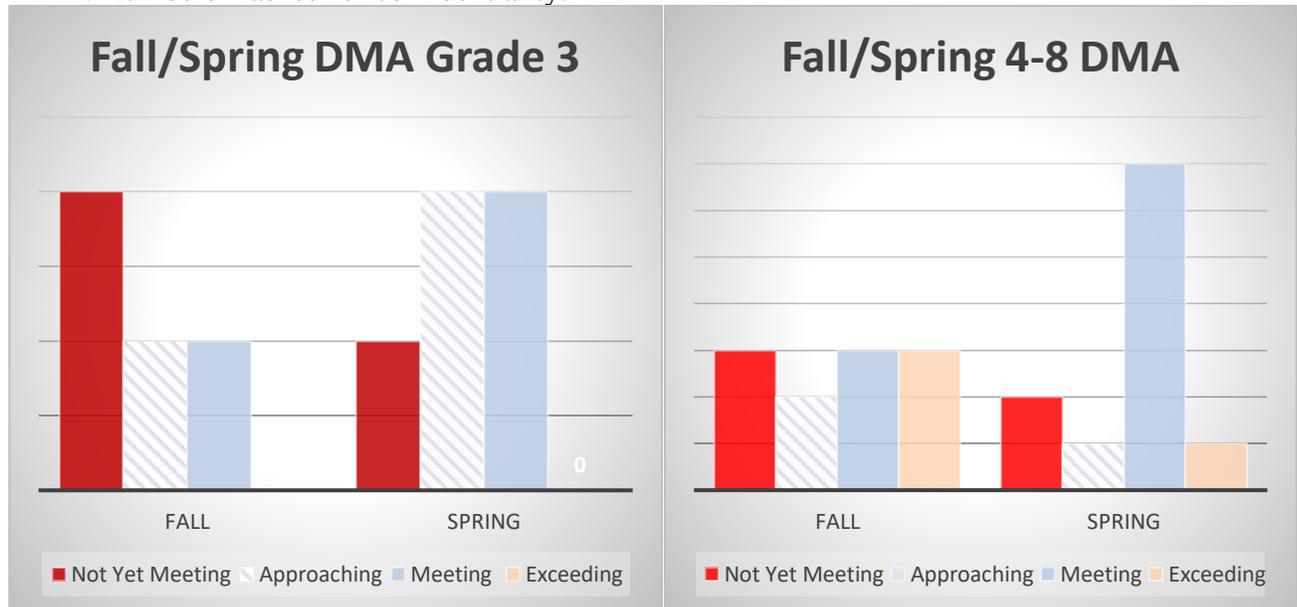


Section 1 – Student Achievement Profile

Reading Data: Numbers masked for confidentiality.

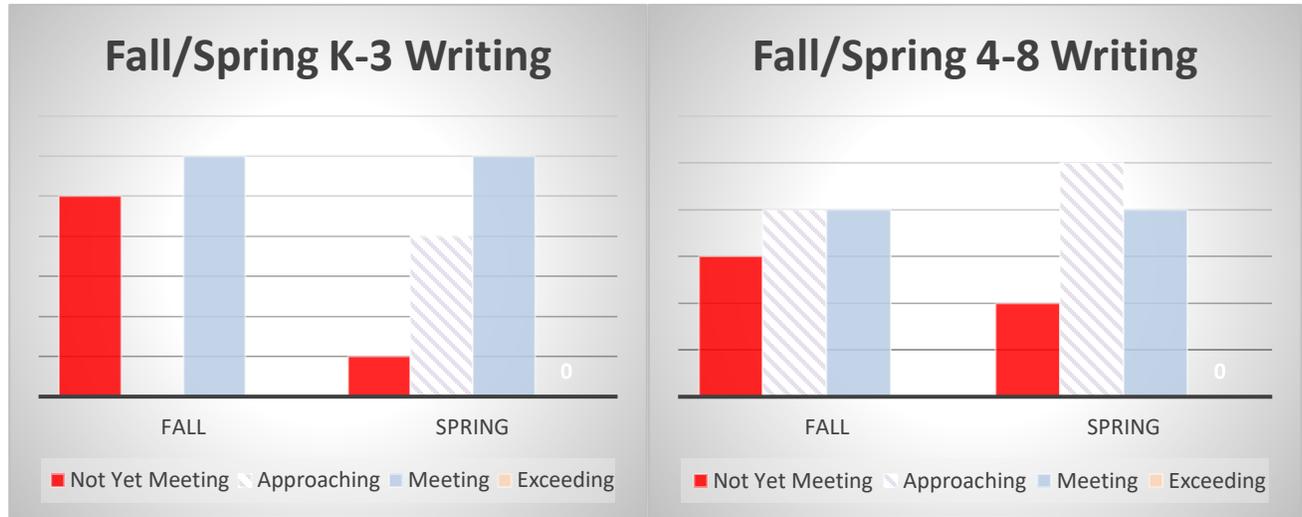


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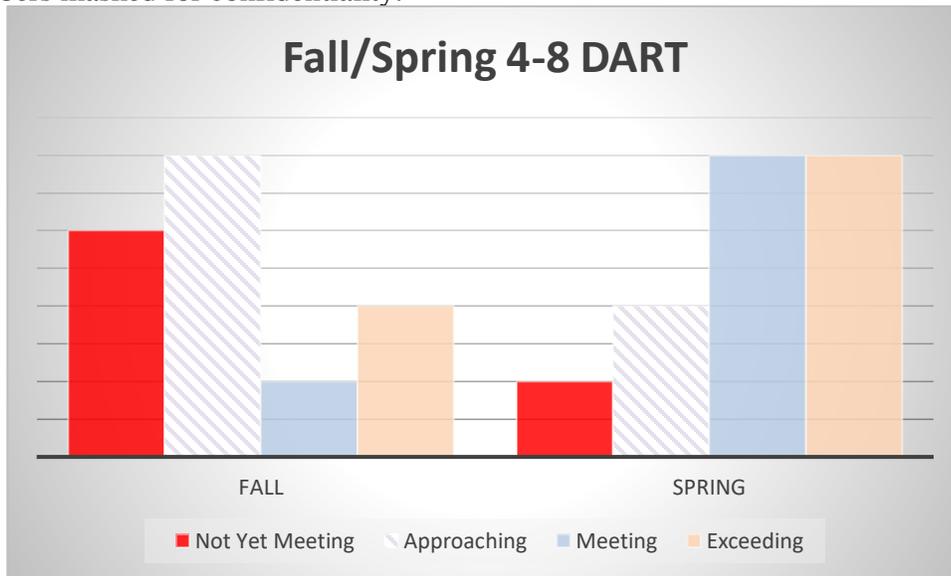




Writing: Numbers masked for confidentiality.



DART: Numbers masked for confidentiality.



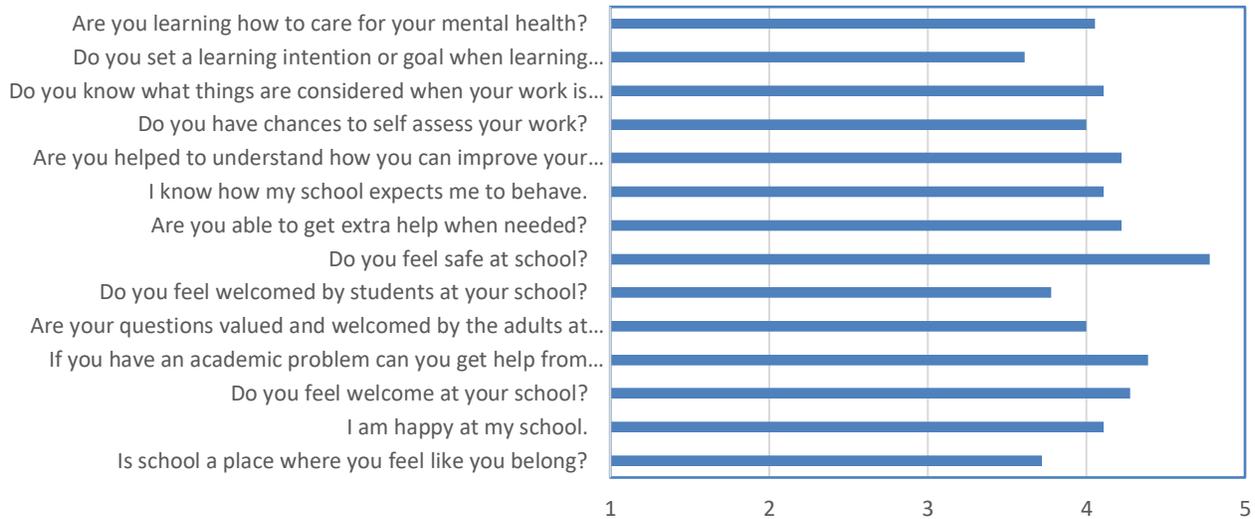
FSA:
Data sets are too small to maintain confidentiality.



Mayne Island School Student Learning Survey 2018/2019

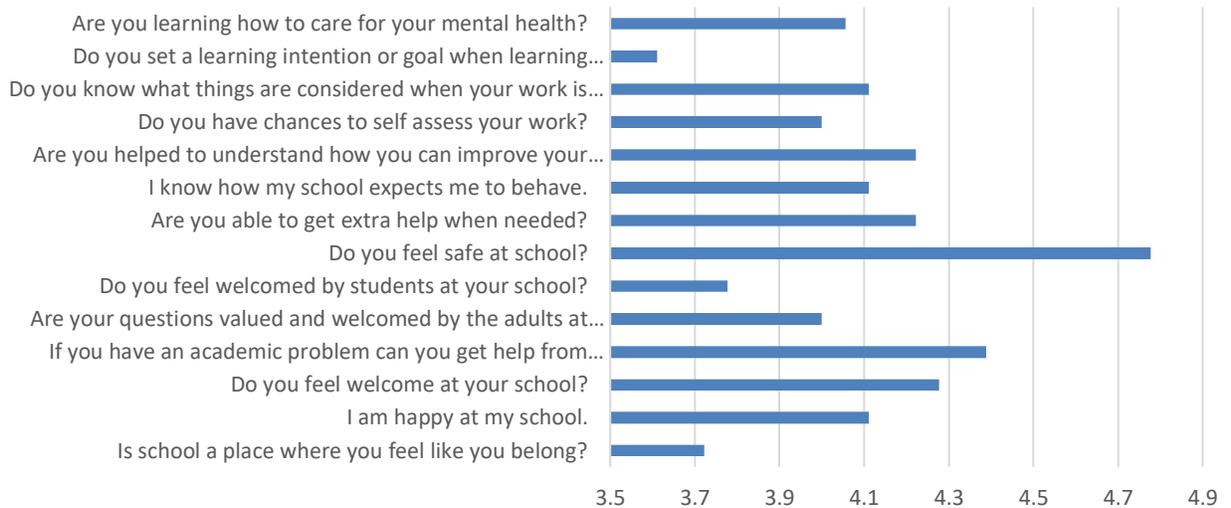
Broad Overview of Average

5 (All of the time), 4 (Most of the time), 3 (sometimes), 2 (Almost Never), 1 (Never)



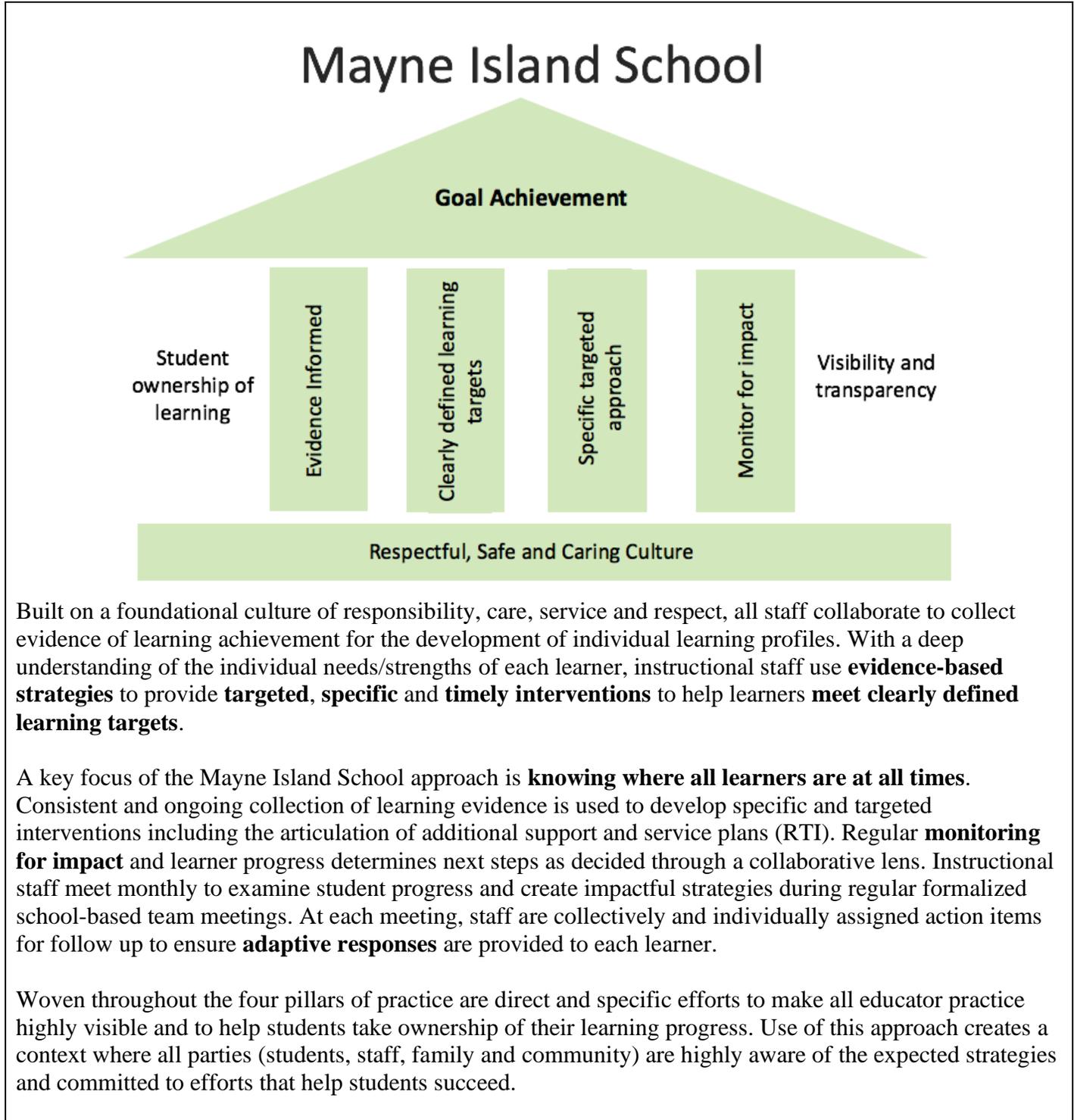
Mayne Island School Student Learning Survey 2018/2019

Zoomed in Scan of Avg.





Section 2 – Theory of Action – How we do our work



Built on a foundational culture of responsibility, care, service and respect, all staff collaborate to collect evidence of learning achievement for the development of individual learning profiles. With a deep understanding of the individual needs/strengths of each learner, instructional staff use **evidence-based strategies** to provide **targeted, specific** and **timely interventions** to help learners **meet clearly defined learning targets**.

A key focus of the Mayne Island School approach is **knowing where all 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 service plans (RTI). Regular **monitoring for impact** and learner progress determines next steps as decided through a collaborative lens. Instructional staff meet monthly to examine student progress and create impactful strategies during regular formalized school-based team meetings. At each meeting, staff are collectively and individually assigned action items for follow up to ensure **adaptive responses** are provided to each learner.

Woven throughout the four pillars of practice are direct and specific efforts to make all educator practice highly visible and to help students take ownership of their learning progress. Use of this approach creates a context where all parties (students, staff, family and community) are highly aware of the expected strategies and committed to efforts that help students succeed.



Goal #1– All students reading at grade level, with intensified focus on meeting reading targets by grade 4.

Goal #2 – All students meeting grade level performance standards in writing, with intensified focus on conventions.

#3 All staff will collaborate and contribute to collective documentation that increases the visibility of student learning and goal setting.

Professional Inquiry

If we implement goal setting (linked with learning targets) and self-assessment in a visible way (tracking and documentation), then students will increase their development and ownership of reading and writing achievement.

Evidence collected from the 2018-2019 action plan indicates that students who received targeted interventions with specific goal setting demonstrated rapid improvement. Application of this process to a broader range of students provides promising opportunity to improve academic outcomes for all.

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 Target educator will focus on growing teacher skills in this area.

- When deemed valuable, 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.



Monitoring Evidence of Impact

September 2019

Baseline Data Collected (reading, writing, numeracy)

Made visible and data populated into a spreadsheet to define supports and strategies and ongoing monitoring

Within the Classroom

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.

Ongoing

Using the baseline data, coherent and evidence based instructional strategies will be defined alongside clear routines for monitoring 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.

Monthly School-Based Team Meetings

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 include; student voice; teacher voice and parent voice. Action items are assigned to each member of the team with an expectation of progress updates.

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 data and published in the June school plan.



Budget and Procedures

Date	Purpose	Cost
August 2019	Purchase of resources and materials for classroom visuals	2 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		\$1300-1400

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

Section 3 – Actions to Support Goals

Student Learning	Focus	Interventions/Actions	Professional Learning/Supports	Monitoring Plan
Students reading at grade level	All Students	One on one, small group, mini-lessons and explicit daily practice	Strong understanding of implementation and analysis of PM, F&P, DART and EPRA benchmarking. Recommendation to support student learning from Psych Ed assessment for vulnerable students. Targeted LIST support.	Data collection and analysis at monthly School Based Team meeting and corresponding learning sprints. Scheduled DART and EPRA testing dates in the school calendar Ongoing F&P and PM benchmarking Ongoing visual self- assessment of learning focus
Students fully meeting expectations in writing using performance standards	All Students	One on one, small group, mini-lessons and explicit daily practice with additional school writes for literary writing and personal writing.	Shared professional reading of two resources: Ruth Culham's <i>Six + 1 traits</i> and Adrienne Gear's <i>Writing Power</i> .	Start each monthly staff meeting with discussion of shared reading and implementation planning Ongoing visual self- assessment of learning focus Visual display of writing samples and performance standards by grade level for student self-assessment
Students using conventions according to grade level expectations	All Students	Daily fix it's for all students with opportunities for timely self-assessment and feedback. Mini-lessons developed from the formative assessment.	Team professional development on conventions, with a particular emphasis on best practice for how to teach spelling.	Data collection and analysis at monthly School Based Team meeting and corresponding learning sprints. Ongoing visual self- assessment of learning focus
Students at grade level for number sense and basic numeracy operations	Those currently not meeting grade level expectations	Consistent daily basic operations practice at start of class with timely self-assessment and feedback. Additional supports in explicit instruction through the use of manipulatives and visual supports. Number sense with real world application.	Shared use of Carol Fullerton's resources and practice.	Formative assessments based on "Math Minutes" and question of the day. Ongoing visual self- assessment of learning focus
Increasing visibility of student learning and goal setting	School families and Community	Create a documentation wall in a space frequented by families and community (undercover area) that showcases learning goals and achievement	Shared reading of John Hattie's 10 Mindframes for Visible Learning	At the start of each staff meeting, each staff will bring 2-5 pieces of documentation (image and corresponding text that describes the learning outcome) to contribute to the documentation wall.

