



GALIANO COMMUNITY SCHOOL

EPIC SCHOOL PLAN

SUMMARY

Galiano Community School 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 social, intellectual, and career growth, leading to the development of educated persons.

GCS has built a culture of care based on relationships and the belief that every child can succeed!

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



GALIANO COMMUNITY SCHOOL

SCHOOL IDENTITY/CONTEXT

Galiano Community School is located on the unceded traditional territory of the Penelakut First Nation. It serves a community of approximately 1200 full time residents. The school has a garden and is nestled among a forest which supports place-based and outdoor education programming.

Galiano Community School has a population of 45 students with three divisions serving multi-age groupings: K/1, Gr 2/3, & Gr 4-8. GCS has a growing population of younger children: 36 of the 45 students are in the primary grades in addition to approximately 25 strong start families and full attendance in the daycare housed in the school. GCS truly is a 'community' school. We share property with the community library and enjoy a quality learning partnership that provide bi-weekly literacy programming for students. We have strong affiliations with Strong Start, the Galiano Activity Centre (GACs), the Galiano Club Food Program as well as the Galiano Conservancy.

Community members and visitors are welcome and they often comment of the friendliness of the students and staff at Galiano Community School.

OUR STORY

For the past few years, our school has focused on a self-regulation goal to help all our students with their social emotional learning.

We have observed progress through the use of programs like Zones of Regulation and Kimochis as our student body have increased their emotional vocabulary and can name strategies to use when dysregulated.

Our staff and PAC would like our school to delve deeper into self-regulation to focus more intentionally on the academics, particularly in writing.

EPIC REFLECTIONS

Connect with Karen and Richard Charlie from Penalukut early in late Aug/early Sept. about beginning our work for the Hulquminum language project (on hold from 2020).

GOAL STATEMENT

GOAL 1:

A renewed focus on connecting the use of self-regulation strategies with clearly defined academic learning targets will play a role in both staff professional learning and whole school initiatives. We will use an academic goal setting process to define a clear purpose for the development of self-regulation strategies.

GOAL 2:

Improve our academic achievement in writing.

In June 2021, 45% of students were on track and 35% approaching expectations in writing. By end of the 2022 school year, 85.2% of our students should be on track to meet this year's district goal (FESL 2021).

We have not only observed a disparity between reading and writing achievement but also a difference in student attitude toward the two. Reading is often looked upon as joyful whereas writing is not.

Both goals together align with objective 1.1 of SD 64's Strategic Plan first goal of 'Inspire Learning' (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). By building on the foundational skills of an academic goal as well as the learning self regulation skills of our social emotional goal, we are instilling practices that support students' academic, social, emotional and mental health, safety and well-being.

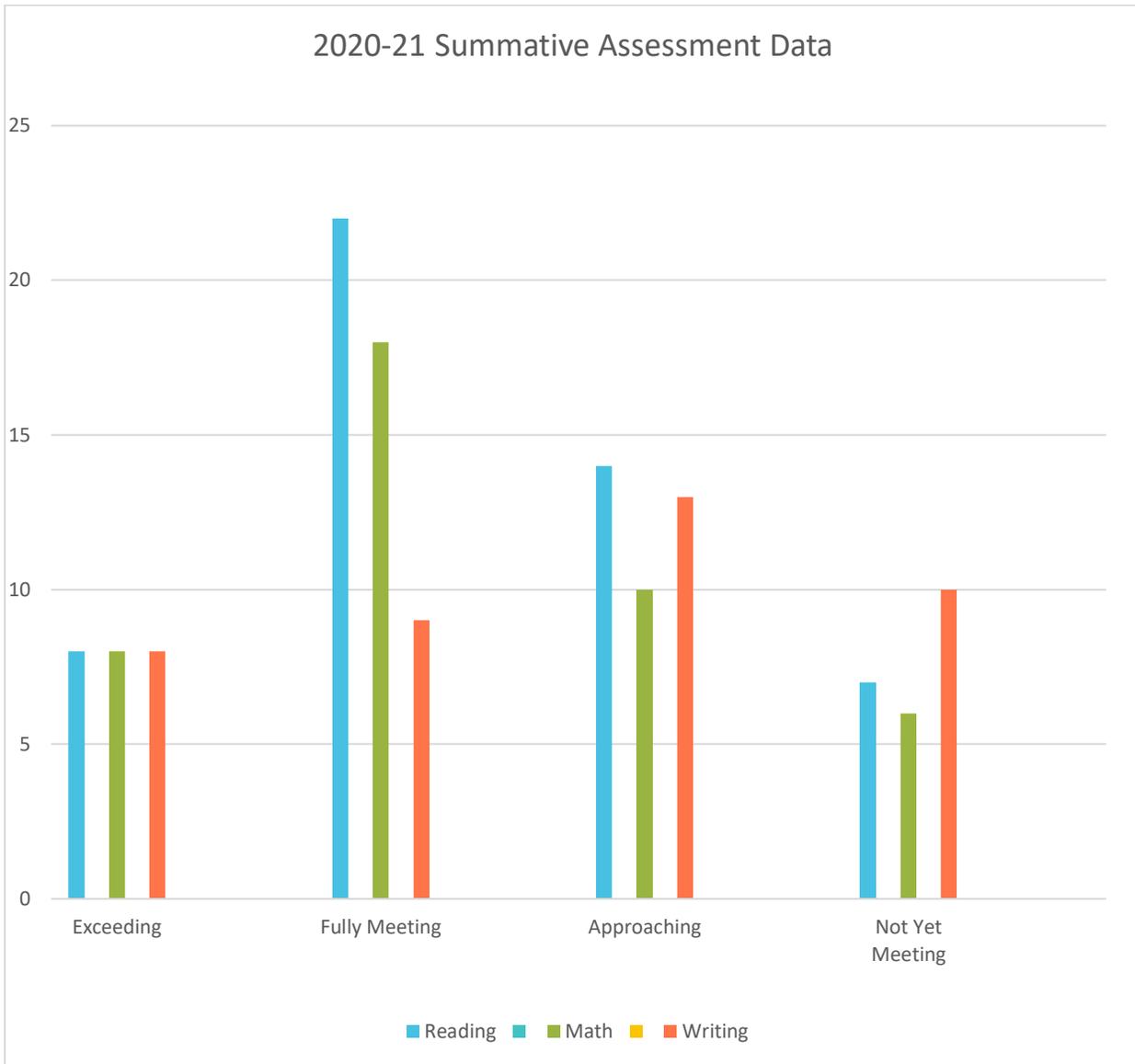
AREAS OF STRENGTH/GROWTH

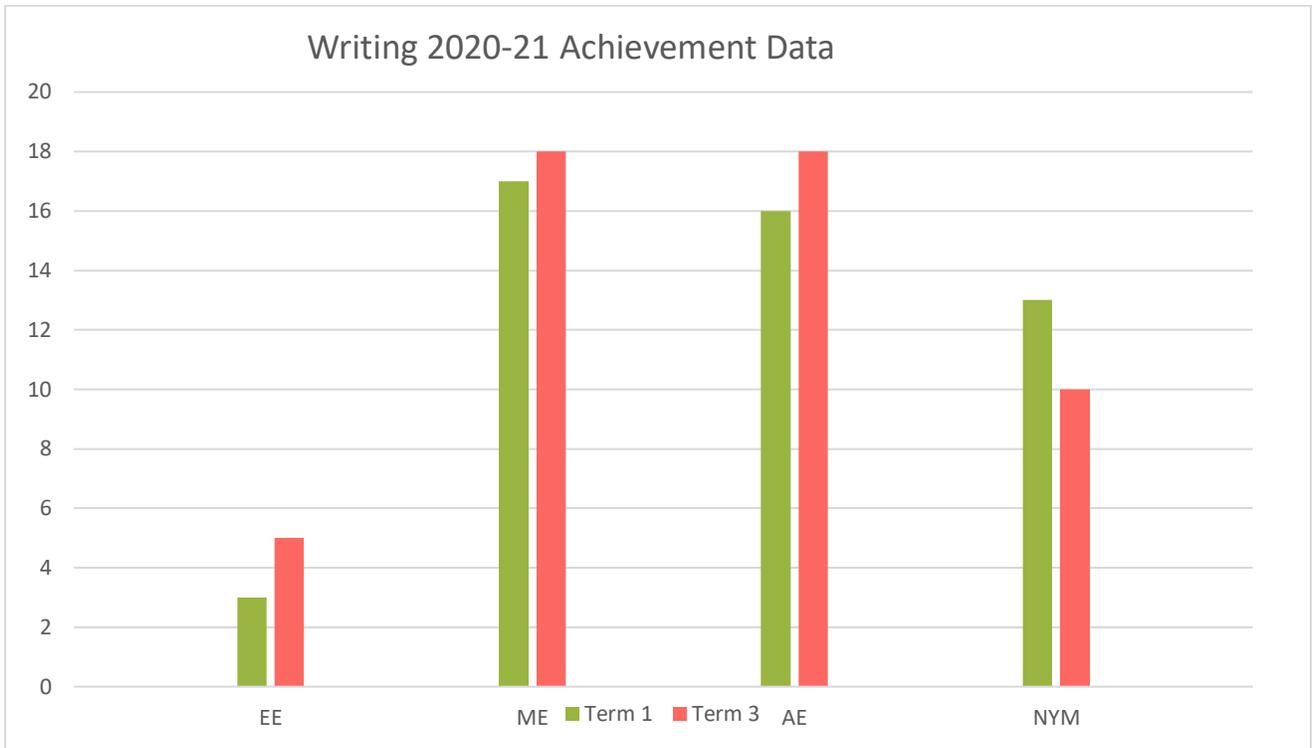
Through discussions and surveys with staff, parents and students, a strength of Galiano Community is that it is a caring and safe place to attend school. Parents stated that the number one strength of the school was the importance put on connections and relationships. Our PAC president Caitlin Hertzman, "A strength of Galiano Community School is the commitment to social/ emotional growth. It is unlike anywhere else." Evidence from our achievement data (67%) demonstrates most students are exceeding and meeting expectations in math. What this data doesn't show is the success we had with some primary students who demonstrated lags after missing 6 months of school due to COVID. Eight primary students all completed numeracy assessments at the beginning of the 2020 school year. Only one student was meeting expectations at that point. The seven other students were not meeting expectations; many were significantly behind expected levels. After three months of intense daily intervention, five of these eight students were fully meeting expectations for numeracy. Two students were approaching / meeting expectations. One student continued to struggle, and was not yet meeting expectations. With the opportunity of having small group intervention four times weekly for those three months, we were able to pinpoint our concerns for this child and develop a plan for intervention.

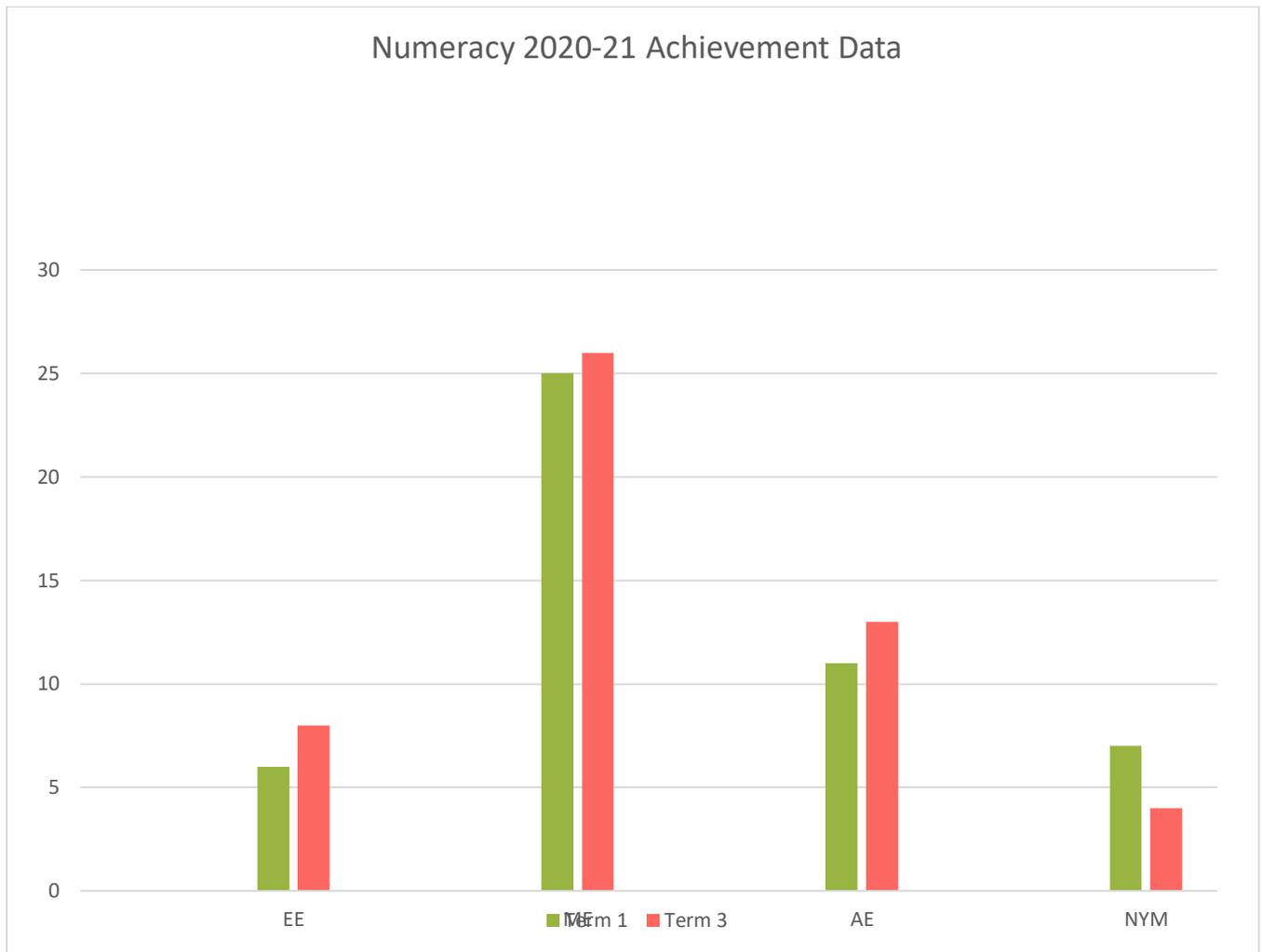
As a true community school, Galiano enjoys regular and ongoing **connections to community**. Although we had limited contact this year due to COVID, we still had outdoor field trips to local artisans and to the Galiano Conservancy. The Galiano Island Recycling Center donated art supplies for an Earth Day project which would be displayed in the community. In years past and for the upcoming school year we have a variety of explorations, both formal and informal; these enriched learning opportunities allow students to make meaningful and relevant connections to the community and beyond. For the 2020-21 school year, we are hoping to re-new a lot of our community/school programs such as 'Grandparents in the Classroom' and bimonthly public library visits.

Although social emotional teaching is a strength at our school, regulations of emotions are still an area where many students need support.

Parents and staff shared that a need for the school is to focus and improve on academics particularly in writing. Although evidence recognizes steady reading skills, there are deficits in writing. Reviewing FSA results and Achievement Data and Summative Assessment Data, staff noticed the use of writing conventions as well as the overall written expression and output were not meeting expectations. Staff will continue to focus on direct instruction of the use of conventions as well as other writing traits such as developing author's voice. We will ensure our students with IEPs and others with need, will have access to technology. See Summative Assessment, and achievement graphs of reading, writing and numeracy.







Our achievement data demonstrates improvements in reading, writing and numeracy. However, upon closer examination of our results in the Achievement Data, Summative Assessments and FSAs, a need to work on writing was clearly demonstrated. At the end of the year, our achievement data showed that 10 students were not yet meeting and 18 students were approaching expectations. When we look at the graph of Summative Assessment results, it is clear that students were more successful in reading and math and less so in writing. Our FSA sample was small (2 Grade 4s and 10 Grade 7s) and was not published due to confidentiality reasons. Our FSA results for writing, for both grades, had 58 percent of the students on track with 42 percent of students emerging. Using this evidence, staff will explore, learn about and expand methods of instruction and assessment practices that promote writing success for all learners.

FOCUSING DIRECTION

PROCESS FOR REVIEW/REVISING/DETERMINING

Students, PAC members and staff have been consulted about the school's strengths and stretches. Data from FSAs and IPASS was shared with staff at meetings. PAC and staff were surveyed using Mentimeter which helped fine tune our school goals. The members of the School Growth Plan team are all staff, with the PAC president and Griffins acting as consultation partners.

A key focus of the Galiano Community 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 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. This aligns with the District's strategic plan of action of reviewing evidence of success on a regular basis.

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 will be displayed in a prominent location at school and are visible in our actions and language. Sharing our successes and stretches at the beginning of staff meetings will become part of our professional learning.

EPIC REFLECTIONS

When using Mentimeter to survey parents, I used word cloud questions. The data appears as a word cloud and although it is visually appealing, the exact quantities of each answer is unclear. Next time when wanting to have clear data, I would use a question where the data is displayed in a quantitative form.

In January, will ensure we add questions connected to our school goals in the Ministry Learning Survey.

PURPOSE – DATA RATIONALE

When reviewing our data and through teacher/parent observations we noted that writing needed to be an academic goal for our students. When students returned from learning remotely, we noticed our early readers struggled with literacy. With extra supports provided from the EPIC grant, most students made strides in reading yet a few of these students are still not meeting expectations in writing. Small group intensive support will be provided to support these students in reading and writing. With students, families and staff living through a global pandemic, we felt now, more so than ever, we needed to focus on social emotional learning (SEL). It is important to develop self-awareness as well self-regulation strategies to create an optimal learning environment (may it be at home or at school). Our staff overwhelmingly agreed that learning self-regulation skills to focus on academics was important; it will impact every person in the school and is a skill that will help one throughout one's life.

ASSOCIATED ACTIONS

To support our self-regulation goal:

- School staff would like to delve deeper into the Zones of Regulation and Kimochis curriculums. We have been using The Zones of Regulation program for two years; students have developed a vocabulary of emotions and can identify their own social emotional state. However, more direct and purposeful teaching of the use of **strategies for self-regulation** is needed:
- the school counsellor will work with the classroom teacher on weekly regulation skill development during Whole Class Counselling (WSC) sessions
- Frequent newsletters informing families of skills covered in WSC sessions will be sent home to help facilitate consistency between staff and families.
- continue to use morning circles and check-ins, whole school yoga and morning fitness to help support our students in regulating emotions

To support our writing goal we will:

- provide daily writing practice with explicit teaching using the 6+1 Traits (Conventions, Organization, Sentence Fluency, Word Choice, Voice, Ideas)
- provide small group interventions for our writers who are not meeting expectations from our Learning support teacher. We also hope to provide extra support with a 'writing' teacher through a proposal for the Epic Grant
- use the Island Literacy continuum on a shared bulletin board and teach students to find a piece of writing on the continuum and what are some next steps/goals to reach the next level of the continuum.
- showcase our growth in a school wide author celebration (Writer's Festival) in late Spring
- become Pen Pals with our friends at Mayne Island School to learn about letter writing
- encourage participation in competitions such writing Christmas stories for the Driftwood newspaper
- invite Authors to visit through Zoom to discuss writing process and joy of writing
- encourage participation of Intermediate students in The Galiano Library's grant initiative: Galiano Library Youth Publishing House
- continue to submit student writing in the Galiano monthly magazine The Active Page
- schedule Whole School Writing (WSW) dates on the school calendar and develop a process to assess the writing. We will engage students in the process with choice of topic selection
- collect data in IPASS and will analyze WSWs at monthly School Based Team meetings.

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS

At our school, we have built a culture of care based on relationships. All staff think of the students as “All our students.” and are invested towards the success of all our learners. Teaching staff and EAs all attend our monthly SBT meetings to review and discuss student learning. This allows for a collective and consistent approach to our work.

Our school has always had an open door policy and have welcomed families into our classrooms and hallways. Our school also currently engages parents through newsletters, emails home, PAC meetings and publications in the Active Page (our local monthly magazine). We will also put our growth plan on our new school website. Hopefully parents will be allowed to volunteer and come into the schools in the fall. Spending time in classrooms allows parents to have first hand experience of our learning at Galiano Community School.

EPIC REFLECTIONS

With the loss of PAC executive, connect with new families in August/early September about joining PAC.

STAFF/SHARED WORK

Our school structure is currently one that collaboratively builds educator capacity. As a staff we believe that the students are all our students, regardless of what classroom(s) we work in. Instructional staff meet monthly to discuss student progress and impactful strategies during regular formalized school-based team meetings. Staff work together to identify strategies that will best support our learners, by sharing our collective knowledge about each student and determining what we know works best for each of them. There is a strong sense of partnership between EAs, teachers and administration. Using a colour coded excel sheet is a system that tracks students who are approaching and not yet meeting numeracy and literacy expectations. It is a visual system that allows the team to keep track of our vulnerable learners.

We share our school's supports and resources and have a mutual goal of increasing all students' achievement. We recognize each other's strengths as a staff, and use these strengths to further our own abilities in the classroom. Together we celebrate all students' achievements, and recognize successes as results of a group effort.

STUDENT VOICE

We collect feedback and consult our student body through classroom discussions, surveys and check-ins. Administration will have weekly meetings with our leadership group, the Griffins, to consult on school issues, goals and to plan school celebrations. We will have students involved in their learning process. They should be able to answer the 'Big 3' questions (What are you learning? How is it going/How do you know? What's next?) Making their learning visible to students through visual documentation (i.e graphs of reading level progression) is motivational and sharing with families through Student Led Conferences ensures ownership and a sense of pride.

DEEPER LEARNING

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

Our school team needs to learn more of the use of IPASS as a formative assessment tool. Our staff has always assessed and collected data, however regular inputting has not always happened consistently. Administration will work with teachers to help this process with regular reminders and some release time by administrator if possible. During SBT meetings, we will share ways to analyze the data using IPASS.

We need to continue to participate in short effective webinars and workshops and to read professional resources in current best practice to help us improve our practice in teaching writing skills

Our staff is needing to look into The Zones of Regulation and Kimochis curriculums deeper on how to move our students toward regulating to focus on academic goals. 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.

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

Many of our students are reluctant writers. With specific daily writing instruction we hope to foster the skills of:

- idea development
- bringing a topic to life through writer's voice
- organization and sentence fluency
- using specific word choices to convey meaning
- correct use of conventions
- the writing process (pre-writing, draft writing, revising, editing, publishing and presenting)

Staff are hoping students will gain confidence in their writing and in turn feel successful and more inspired and happy to write independently.

We have a high number of students who are dysregulated especially on Mondays after a weekend. It is important not only to teach students about different regulation strategies, but to also teach them about choosing and applying strategies that work for them in a variety of contexts. Many of our students can name a number of self-regulation skills, however are unable to apply the strategies when dysregulated. Staff will provide regular direct teaching of these during our morning check-ins and Whole Class Counselling sessions. Modelling self-regulation during teachable moments is a powerful way for staff to foster this learning.

APPROACH TO PROFESSIONAL LEARNING?

Professional reading will be shared monthly at staff meetings and a review of successful strategies of writing, goal setting and self-regulation will be shared during classroom meetings, whole school meetings and professional development days. The pandemic gave rise to many quick online learning opportunities – often right at the end of the school day. Staff will be encouraged to participate in all that they can.

Our staff is committed to building on our many Pro-D opportunities on Indigenous principles of learning from last year (Monique Gray Smith, Sierra Club Through the Watcher's Eyes and Jo Chrona). Our work with Penalakut elders on the Hul qumi num language project will deepen our understanding and build bridges between Galiano Community School and the Penalakut First Nation.

We will introduce and share the common language which has been created at our school to discuss our school code of conduct (respect and care of SOLE- self, other, learning and environment) and our behavior expectations (KISS- are my words and actions Kind, Intelligent, Sensible and Safe). Teaching and using vocabulary from the 'Zones of Regulation' curriculum will build a common language at school and home.

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

We will use our baseline data collected in IPASS in September, February and May to see how students are progressing throughout the year in their foundational skills. A school survey given out at the beginning and the end of the year addressing academic and social and emotional goals will give us more information on our progress.

Student success will be shared at Whole School Meetings and with parents. An end of year celebration of reaching goals is planned in June. Students will be aware of their individual goals by using the BIG 3 questions (What are you learning? How is it going/How do you know? What's next?).

Overall we will know we are successful, if students are feeling happier and less distressed.

EPIC REFLECTIONS

Write a school survey reflecting goals for Sept and May.

STUDENT ACHIEVEMENT DATA

This will be filled in next year.

STUDENT EXPERIENCE EVIDENCE

This will be filled in next year.