



MAYNE ISLAND SCHOOL

EPIC SCHOOL PLAN

SUMMARY

At Mayne Island 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.

We believe that ALL students are capable of success and that if we intentionally focus on a student's story we will change lives.

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



SCHOOL IDENTITY/CONTEXT

Mayne Island School elementary/junior secondary serves a community of approximately 950 full time residents. School grounds include a sports field, well utilized playground, school garden, and proximity to nature that supports various outdoor education programs. The main building comprises 3 large classrooms, a library, gymnasium, home economics teaching kitchen, strong start and the main office. There is also a fully equipped art studio. The school has a population of about 30 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.

OUR STORY



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**.

GOAL STATEMENT

Goal #1: All students meeting or exceeding grade level expectations in writing, and experiencing joyful engagement in the process

Connections to:

- FESL: Intellectual development
- District Strategic Plan, Objective 1.1
- Enhancement Agreement Goal 4: Success

Goal #2: All students can identify their personal strengths and abilities to support greater self determination (combination of skills, knowledge, and beliefs that enable a student to engage in goal directed, self regulated autonomous behaviour).

Connections to:

- FESL: Human, Social and Career Development
- Curriculum Core Competency of Personal Awareness and Responsibility
- Enhancement Agreement Goal 1: Belonging
- District Strategic Plan, Objective 1.2

EPIC REFLECTIONS

AREAS OF STRENGTH/GROWTH

Reading: Evidence from ongoing reading assessments from all grades, triangulated with FSA data and DART data shows significant gains in students reading at grade level. Our school has created a culture of joy and skill in reading evidenced by over 90% of all learners meeting grade level expectations for reading in the 2020/21 school year, and 100% of students meeting or exceeding grade level expectations for reading on the FSA. Additionally, 100% of students achieved a ‘year within a year’ for reading achievement in the 2020/21 school year, and some even reached 2-4 grade levels of achievement within the year. This is an area of strength for our school.

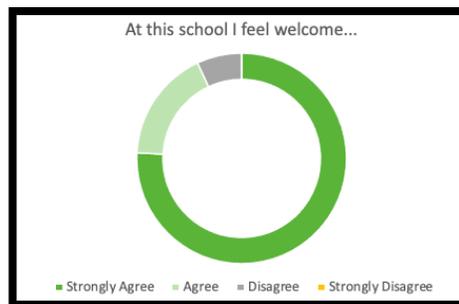
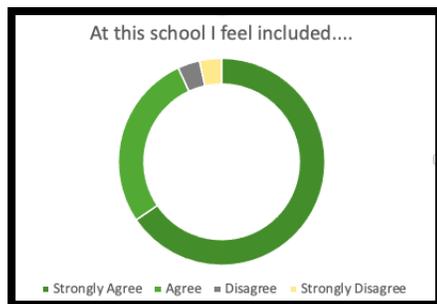
Writing: Evidence from FSA data, school wide writes and data collected from school wide student survey’s indicate that writing is an area needing further improvement. Further data analysis is detailed in the Data Rationale section below. This is an area of growth for our school.

Numeracy: With support from EPIC funding in 2020-21 we were able to significantly restructure our numeracy supports and upgrade classroom resources in this area. Students have increased their application of number sense, strategies and foundational skills. This past year, we adjusted our classrooms to ensure more immediate feedback and smaller groupings for closer collaboration with students, early data is indicating an increase in skills likely in part due to these changes. FSA data indicated growing strength in this area with 80% of students meeting or exceeding grade level expectations. This is a growing area of strength for our school.

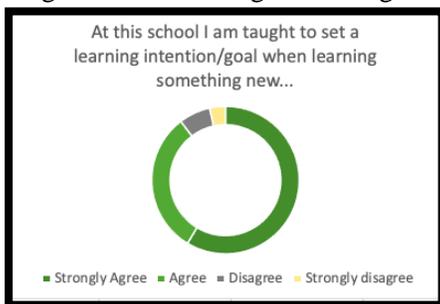
Student Leadership: Nearly all 4-8 homeroom students applied for, and held a role as an ambassador in our school. We have ambassador roles in school spirit team, K-3 centres team, sports team, yearbook team, and garden team. These leaders grew their skills while also positively contributing to our school culture and environment. We will continue this structure next year and grow on it through identified scheduled times in the week where student ambassadors will receive direct support to carry out their initiatives and engage further with our local community. This is an area of strength for our school and we will be continuing to fine tune and advance structures to ensure greater student voice and leadership across all ages.

School Culture and Climate:

Our student survey indicated that our students feel welcome and included. Our aim is that 100% of students feeling welcome and included.



Ninety Percent of students felt they had chances to self assess their work and ninety percent also indicated that they were taught to set a goal when learning something new.



Families indicated that some of our school strengths were: staff, small size, community engagement, and peers.

*Family engagement was collected through anonymous survey at a PAC mtg.

FOCUSING DIRECTION

PROCESS FOR REVIEW/REVISING/DETERMINING

Our team regularly reviews student learning data at monthly school based team (SBT) meetings and collaborates often to ensure effective and timely supports are identified and delivered throughout the school year.

Our goals are purpose driven with intentional and tangible actions associated and structures in place to support student achievement. We have intentionally worded and chosen goals that are accessible and relevant to all age levels and that all staff can contribute and grow their skills to support.

For continuous engagement we have created a shared space in the staff room where our school goals will be visible and where staff will interactively contribute to ongoing reflection and professional learning through the ‘goal wall’ which is a bulletin board that will be updated regularly to feature resources, current practice tips, and practical strategies to support our goal achievement. There will also be a ‘goal wall’ in the student common hallway where we will also make the school goals highly visible and student work in the goal areas will be prominently displayed.

The school growth plan team encompasses all teaching staff, EA’s and administration. We collaborated to review the data from iPass, completed a scan of professional observations, reviewed student voice from our whole school student survey, and personally reflected on strength and stretch areas as professionals. We then crafted the above goals and determined success measures and shared collaboration efforts to ensure successful implementation.

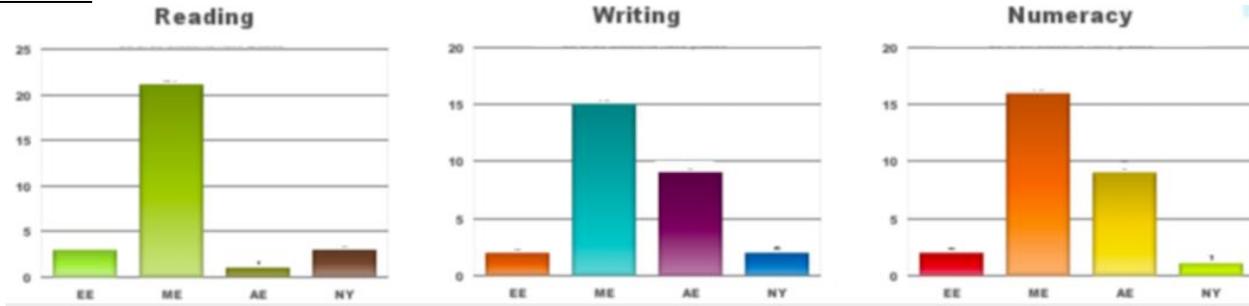
Furthermore, we will be carving out a section of time from each monthly regular staff meeting to review and record our observations about what actions have worked, and what hasn’t in the EPIC Reflections section of this document. This ensures our school plan and associated actions are being reviewed regularly and ongoing reflective learning is structured into our regular routines.

EPIC REFLECTIONS

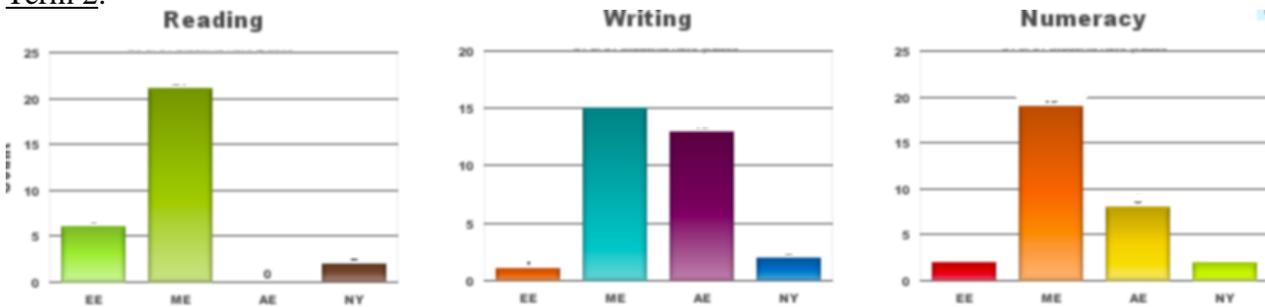
PURPOSE – DATA RATIONALE

The data below shows the strengths in reading, and growing strength in numeracy as well as the improvement in writing outcomes for students over the course of the year, however further improvement is still required in writing in order to reach the goal of ALL students meeting or exceeding grade level expectations.

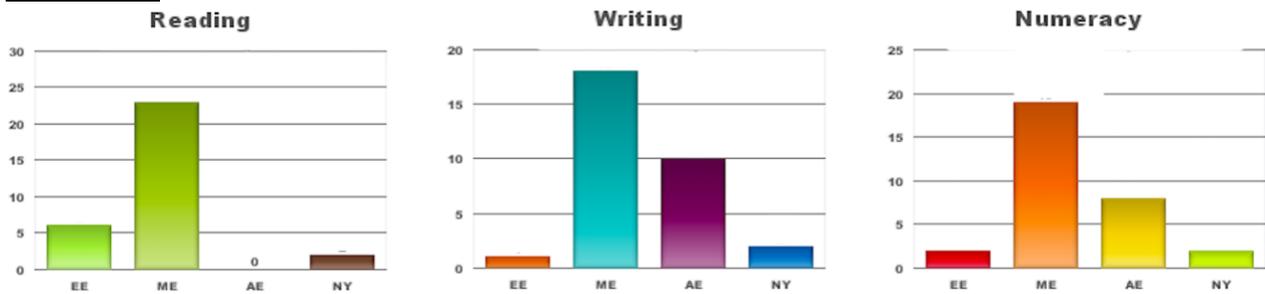
Term 1:



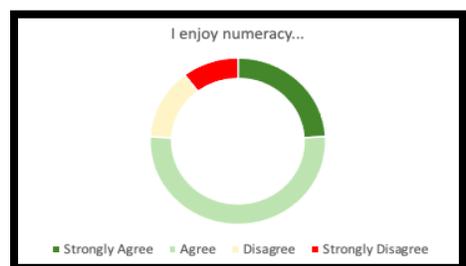
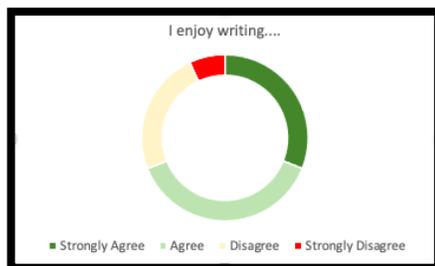
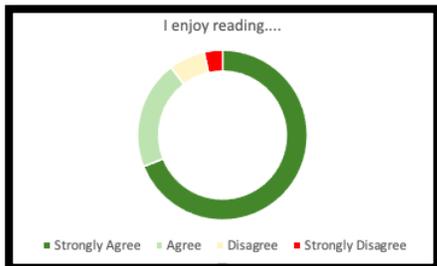
Term 2:



Summative:



Additionally, our school wide survey indicated that many students are struggling to self-identify as writers and are not experiencing the same joy and connection to the writing process, that they do in their learning for reading. 30% of students indicated they did not enjoy writing and many indicated non-fiction as a particular area of writing they did not find joy in.



EPIC REFLECTIONS

Our team has a hunch that the lack of enjoyment in writing and the performance indicators showing needed growth in writing skills are connected. Our curious question is: “If we increase the enjoyment of writing will the student’s achievement indicators go up in relation?” We are also wondering if growth of skill development will also in turn increase enjoyment.

Our second goal is closely linked to anecdotal circumstances and professional observations of our learners. In past years we have worked to develop shared language on self-regulation and students are regularly using the Zones of Regulation language and WITS strategies to support their engagement. This year we posed the following question to high school educators at GISS “What skills do you most wish your students had more of as they transitioned to HS.” The answers overwhelmingly focused on qualities of self-determination and self regulation for learning. In our own professional reflections we found that we could better structure language, access to supports, and direct teachings towards greater student self determination growth. We would like to now focus with greater intention on self regulation for learning and increasing student ownership of learning goals, advocating for and accessing learning tools. We will also be looking to develop greater data sets for more concretely measuring this goal moving forward.

ASSOCIATED ACTIONS

Goal #1 strategies for success are:

- Initiate Pen Pal letter writing project with partner school (Galiano) and Elders/Seniors in our community.
- Conduct 3 School wide write and create a SWW protocol– with more choice/voice imbedded and more pre-loading and supported class wide brainstorming and opportunities to share writing.
- For the 4-8 shared literacy class, we will create a structured day each week that is set aside to focus on editing/revising instruction and sharing of work
- Adjusting the schedule to include longer literacy blocks each day for more writing time.
- Purchasing Code Masters Orton Gillingham associated Phonemics books.
- Purchasing 6+1 Trait Crate resources for staff, purchasing writing portfolios for each student, and banners for visual guide of the writing process where students can self-assess their progress.
- Scheduling Orton Gillingham spelling teacher led sessions twice a week imbedded into each week to practice and additional practice using the OG support app.
- Student Voice using Menti and Forms – at end of each term complete brief survey looking at enjoyment and self reflection of writing. Pen pal qualitative survey semi-regularly.
- Introduce the goals to the students and make them visible throughout the school and to families.
- Collecting baseline Survey data on writing and self determination – beginning, middle, end.
- Conduct the book writing project that was a huge hit this year – right after Spring Break and have printed for end of year writing celebration and author sharing.

Goal # 2 strategies for success are:

- Shared language related to self-determination, advocacy and growth mindset
- Developing our ability and use of strategic questioning that direct students' attention to thinking and learning processes
- Designing classrooms and associated areas to ensure student tools (manipulatives, noise cancelling headphones, safe break spaces) are independently accessible to students
- Include students in decision making and include opportunities for collaborative feedback and self assessment
- Designing tasks that support students to engage in adaptive, flexible forms of thinking
- Engage students in creating classroom practice norms and roles, responsibilities
- Conduct a shared experience at the start of the year, using Menti for 4-8's, where students brainstorm what they can do when they are stuck and then students create their own personal profile of self-regulation for learning and goal acquisition, which are then displayed for student and teacher reference
- Direct teach what self-determination is and unpack various facets of it
- Visual reminders of choice options, growth mindset examples, autonomy and agency

EPIC REFLECTIONS

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS

We connected with families at the May 2021 PAC meeting to share our draft goals and garner inputs via a Menti feedback survey where families were able to provide ideas for what they anticipate their student should know, do, understand after achieving these goals and suggestions for evidence. This feedback is included in the Accountability section below.

Ongoing through the year we plan to engage families through the following avenues:

- Regular updates with PAC on these goals at PAC mtgs, as well as a section in the newsletter each month that makes visible our school goals and includes reflections on activities that past month that helped us move forward towards our goals
- Sending home the pen pal information to families so that they can be more closely involved in the project, and sharing letters received, and purpose of project
- The 'goal wall' within the school will also be a visual referent point for families to view progress and open dialogue with their students
- We will also include greater focus in monthly Mayneliner community newspaper regarding these shared goals

STAFF/SHARED WORK

Staff will be working together on:

- Shared professional development OG learning tools and strategies
- Collaborating on cross curricular opportunities for writing. Ie. Social studies, Explore, ADST etc.

Collectively exploring sharing learning on the following resources:

- Code Masters
- Developing Self-Regulated Learners text
- Shared language for feedback using 100 Trait Specific Comments by Ruth Culham
- 6+1 Trait Crates for grade 1-7
- Individual Student Writing Portfolio's that are visually engaging and help guide the writing process
- Writing Continuum

STUDENT VOICE

In developing these goals we consulted student leaders regarding the rationale behind the goals and where they see themselves contributing to them. We particularly focused on the enjoyment factor in writing and narrowed in on what strategies might help to increase enjoyment of writing. Students were clear that more choice and voice in the school wide write process and increased pre-loading of supports for the school wide write would be beneficial. We have included this feedback in our associated actions and shared work above. We also conducted a student population wide survey this year and will do so again next year.

Student voice actions:

- student self-assessments after each school wide write (one per term)
- student reflections and survey's with questions targeted to goal areas at the beginning of the year, midway through, and end of the year.
- interviews with ambassador teams for anecdotal evidence

Visibility of student voice:

- student led conference story sharing
- student voice in our newsletters through our student ambassadors and in the Mayneliner community articles
- including student voice in growth plan and sharing with staff, families

EPIC REFLECTIONS

DEEPER LEARNING

EPIC REFLECTIONS

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM

THIS WORK?

Goal #1:

- Increase theoretical understanding and application of 6+1 writing traits
- Practical ways to deliver 6+1 writing traits and assess growth
- Increase application of OG strategies and tools, particularly in spelling and convention use.

Goal #2:

- How to structure questions to support students in interpreting activities and tasks, choosing and using strategies and monitoring and adjusting for goal achievement
- Identifying practical lessons to increase student knowledge, skills and strategies for agency, and advocacy
- Increasing growth mindset practices to support students developing their belief in their own capacity to succeed and increase personal self-efficacy
- How to design their classroom to optimize access to materials, processes to support students in self-regulated learning

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

For our writing goal we will foster:

- Writing with confidence and joy through engaging activities and sharing of learning
- Common language regarding writing skills through the 6+1 traits
- Process centered approach through modeling and celebrating the process not just the product
- Growth mindset approach to writing by teaching the drafting and revision process and modeling the iterative nature of writing

For our self-determination goal we will foster:

- Skills for students to deliberately manage their environments, motivation, cognition while they are immersed in an activity through deliberate practice, direct teaching and structuring the classroom to enable and support this practice.
- Skills and knowledge to enable them to take more deliberate autonomy over their learning through connecting understanding of social emotional learning and self regulated learning.

APPROACH TO PROFESSIONAL LEARNING?

We will be moving the November school based Pro-D day to earlier in September (teacher directed) to foster skill development in OG and 6+1 writing traits early in the year for maximum effect.

We will be using the following guiding resources:

- OG resources including Code Masters text
- 6+1 writing traits deeper examination (Culham)
- Developing Self-regulating learners (Butler, Schnellert, Perry)

At each monthly staff meeting we will review and discuss a section of Developing self-regulating learners (Schnellert) and reflect on our strength and stretch areas and adjust practice.

EPIC REFLECTIONS**ACCOUNTABILITY****HOW WILL WE KNOW WE ARE SUCCESSFUL?**

We will know we are successful when students can:

Know:

- How to manage their own performance, what tools and strategies help them and how to access those supports
- The 6+1 Writing traits and have high expectations for themselves
- How to reflect on their work to build self-awareness and critical thinking skills

Family Voice:

“Know the process of writing/brainstorming and revising”
 “Be able to recognize areas for improvement.”

Do:

- Make decisions and solve problems with greater autonomy
- Choose opportunities to build capacities as autonomous learners
- Write with enjoyment and a sense of accomplishment

Family Voice:

“Demonstrate interest in writing fiction, developing sentence structure, and story lines.”
 “Have a clear and obtainable goal.”
 “Acknowledge areas that need work, with comfort.”

Understand:

- Have belief in their capacity to succeed
- Understand their strengths and areas for growth
- That they are part of a community of learners and all are valued and recognized for their strengths, challenges and diverse

Family Voice:

“Recognize that they are making progress in their writing.”

We will use the following data to help assess our story:

- Improvement in SWW assessment data
- Improvement in FSA data to meet FESL goals
- Improvement in # of students meeting/exceeding grade level expectations in writing
- Increased evidence of joy of writing. Making writing cool!

STUDENT ACHIEVEMENT DATA

To be updated throughout the year as collected.

STUDENT EXPERIENCE EVIDENCE

To be updated throughout the year as collected.

EPIC REFLECTIONS

APPENDIX 1:

EPIC WRITING MOMENT

In our student feedback survey, students expressed difficulty finding enjoyment and purpose in the school wide writes, and in writing essay compositions. We identified that these are ‘pits’ for students in their writing experience. Our team would like to turn these ‘pits’ into peaks through the following ongoing actions to culminate in an EPIC moment for our school community.

Peak moment: a celebration of learning in the Spring where students present their writing to the school community at a location that elevates the experience, such as the community outdoor bandstand. Students can display work and speak to their books, selected pieces of writing and will be supported to read/perform their work to an audience.*

Ongoing Actions:

- Weekly Writers Cafe student author read alouds sharing a piece of writing they are proud of. These will be mini-events where the students will stand on a small stage and have an opportunity to practice and to receive supportive feedback on their writing from peers, we will make it joyful with prizes, and snacks.
- Featured writing will be published in the Mayneliner, and school newsletter to make visible to families and community

Indigenous education and cross curricular learning embedded throughout.

- All COVID protocols at the time will be followed. Event logistics and procedure may be subject to change.

APPENDIX 2:

Budget

Our school has already invested in this area in early 2021 by purchasing key anchor texts such as:

- Code Masters
- Developing Self-Regulated Learners

We also purchased individual visually appealing writing portfolios for each child that show the writing process and help guide students through visual reminders of the writing progression.

Our next expenditures will need to be in the following areas:

Action	Expense	Purpose	Cost
Pen Pal program with Seniors/Elders, and Galiano school	K-3 Classroom mailbox	To use for adding to the peak moment of receiving their letters in the mail and the excitement and joy of receiving/sending writing.	\$50
Structural support	6+1 Trait Crates	To support teacher tools and knowledge/use of structuring 6+1 writing trait lessons and mentor texts.	\$1500
Staffing	3 collaboration days over course of the year for two staff to support implementation of the EPIC writing event and ensure sound pedagogical underpinnings to the lessons building up to the event using the 6+1 writing texts.	Enable time for thorough and careful planning to ensure successful event that is a moment of elevation, pride, insight and connection for all. Staff may use this time to meet together for logistic plans and support student's on a more individual basis with their preparation for the event. Purpose to build staff capacity and individual student supports.	Approx. \$300 TTOC per day cost x 3 days x 2 staff = \$1,800
Celebration Awards and on the event day special items (microphone rental, decorations etc)	\$10 gift cards to the local bookstore	To add elements of celebration and joy throughout the year we are looking to purchase small gift card prizes from the local bookstore to celebrate effort, excellence, improvement, etc.	30 gift cards at \$10ea = \$300 Event special items: = \$300
TOTAL			\$3,950