



PHOENIX ELEMENTARY SCHOOL

EPIC SCHOOL PLAN

SUMMARY

This working document is a multi-year plan to enhance student learning at Phoenix Elementary School and is produced in alignment with the Ministry of Education, *Implementation Guide for Enhancing Student Learning*. Our school goals align with the *Prime Goal* of public schools in BC, to develop independent and critical thinking skills, foundational skills and knowledge and to develop a lifelong appreciation of learning. As part of a continuous improvement cycle, we will monitor and evaluate our efficacy, implement practices and strategies to further advance student learning, communicate our results and collaborate with our education partners

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



Phoenix School

SCHOOL IDENTITY/CONTEXT

Phoenix Elementary School is home to 44 students in kindergarten through grade seven. Our multi-age classrooms are supportive, engaging, positive and focused. Our small student population allows us to interact as one large cohort and this builds a wonderful sense of belonging, community and safety. We are known for our connection to families and whenever possible strive to make this intersection. We will continue to leverage this important relationship with the family and community to fully develop the intellectual, human, social and career development for every child.

OUR STORY

Phoenix alumni and staff often regard Phoenix School as an extension of their family. It could be that the converted house that serves as the school, imparts a feeling of home. Or perhaps it is the caring and supportive staff that work tirelessly to make every day count. Our classrooms have and continue to be diverse in configuration and need and this presents great challenges. Regardless of the challenges ahead, all Phoenix students will receive instruction that is differentiated, universally designed, proactive and responsive to emergent needs. We have worked closely with our education partners to develop this multi-year plan that will focus on writing and numeracy in order to move all of our students to on-track and extending performance.

GOAL STATEMENT

100% of our students will make measurable progress in numeracy. Each student will improve by at least one performance level as outlined in the numeracy performance standards in at least one of the key areas of learning. In addition, 80% of Indigenous learners and students with Ministry designations will achieve overall on track performance by June 2022.

100% of students will make measurable progress in writing. Each student will improve by one performance level in two or more areas of the 6+1 Traits writing rubric. 80% of Indigenous learners and students with Ministry designations will achieve on track performance by June 2022.

Our goals are aligned with *Goal 4 Success*, in the SD64 Enhancement Agreement and Goal 1.1 in the District Framework for Enhancing Student Learning.

AREAS OF STRENGTH/GROWTH

<i>% based on aggregate of achievement and formative data 2020-2021</i>	READING: On track-Extending	WRITING: On track-Extending	NUMERACY: On track-Extending
Primary (ALL)	85%	85%	85%
Intermediate (ALL)	90%	80%	80%
Intermediate (SPED)	87.5%	70%	75%
Intermediate (IND)	66%	66%	66%
FSA (Primary and Intermediate)	100%	60%	80%

Our results reinforce our commitment to focus on writing and numeracy goals with particular emphasis placed on ensuring students with Ministry Designations and our Indigenous learners receive enhanced supports to target their instruction and shift their achievement.

EPIC REFLECTIONS

Frequent formative assessments and establishing a baseline for student performance/student need, was the most critical intervention.

Smaller group instruction allowed for greater opportunities for personalized instruction and supportive interventions.

Teacher collaboration created more opportunities to engage in the co-development of learning opportunities, team assessment of student progress, development of targeted interventions and a commitment to a cohesive approach to assessment.

Continued, explicit instruction and the utilization of 6+1 framework requires use and assessment across all curricular areas and in all contexts in order to reinforce the essential characteristics of effective writing and communication.

FOCUSING DIRECTION

PROCESS FOR REVIEW/REVISING/DETERMINING

In order to ensure success and equity of learning outcomes for all students it is essential we commit to a rigorous and transparent process to monitor the progress of our goals. Our school will adopt the Annual Reporting Cycle, from the *FESL Implementation Guide*, to ensure a staged and continuous process that is collaborative, flexible, disciplined and focused on learning. Our FESL consultation that was initiated in May 2021, allowed for the collaboration of education partners to determine specific areas of need. These needs were identified after careful analysis of school data and specific goals were developed to address these areas of need. Effective strategies to best implement these goals were determined through extensive communication and collaboration with educational staff (June 2021). Consultation with District partners created opportunities to further align school goals with the School District and Ministry objectives (August 2021). Throughout the school year we will engage in a continuous monitoring cycle to review and interpret the effectiveness of our strategies, adapt and make adjustments to our strategies, consult with and communicate our progress with our educational partners.

EPIC REFLECTIONS

Building a shared practice around writing instruction, assessment and intervention created an environment of collaboration that contributed to increased professional learning. Teachers routinely examined patterns, trends and contradictions in our school data and worked together to identify highest priority needs at the individual and collective level.

PURPOSE – DATA RATIONALE

Our EPIC formative and summative data indicate that all students made progress after explicit instruction in at least one specific writing trait in, 2020-2021. Summative data indicate that while 85% of primary and 80% of intermediate students are on-track to extending, a significant number of those students, 60% are currently in the approaching expectations achievement level. It is important to note that all indigenous and designated learners are presently in the approaching expectation achievement level. Summative assessment data from the final writing samples indicate that conventions, organization, sentence fluency and presentation, require continued attention and for some, (5%) significant intervention is required. A similar theme is present upon analysis of our numeracy data. While we have significant numbers of students 85% (primary) and 80% (intermediate) on-track or extending; between 30-40%, of these students, respectively, are in the approaching expectations category. Furthermore, when formative assessments are analyzed we see that a significant number (up to, 25%) of students are not yet meeting expectations when it comes to representing/communicating and strategies/approaches for a variety of key learning areas. Focused instruction in these areas may be the missing link to advance students from the approaching expectations to meeting expectations achievement level, which will serve students well as they foray into greater complexity and volume in numeracy.

Our school plan will involve regular review intervals: (1) Monthly staff meetings, (2) School-based Pro-D which has been earmarked for school goals, (3) Following pre-learning assessments (end of September), (4) End of Terms 1, 2 and 3.

ASSOCIATED ACTIONS

Strategies (Numeracy)

- Commitment to pre-learning assessments to target specific learning goals for each student;
- Commitment to the use of small-group, scaffolded instruction and comprehensive practice routines;
- Frequent application of scaffolded problem solving using a metacognitive framework such as SQR;
- Frequent use of small groupings to increase mathematical collaboration with peers;
- Increase the visibility of mathematical learning in the classroom and the school;
- Initiate a "math buddies" program between the two classrooms to explore creative mathematical problem solving;
- Implement the use of a mathematical journal to track important concepts, principles, rules and achievement milestones and struggles;
- Pre/post assessments and reflections to celebrate personal improvements;
- Investigate and engage in mathematical opportunities that exist within the larger community and other schools.

Strategies (Writing):

- School Wide Write conducted in Fall and Spring with collaborative marking sessions;
- 6+1 Traits framework for writing, school wide, to ensure common language is used in all classrooms;
- Precise and explicit instruction using "mini lessons" on a daily basis;
- Weaving writing lessons into other content areas;
- Student self-reflection and goal setting using the ILN Writing continuum;
- Conferring with students during writing time to develop/provide focused revision strategies;
- Modelling the writing process using explicit teaching strategies.

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS

We will engage families in our writing and numeracy goals through:

- Principal reports at PAC meetings;
- Monthly updates in the school newsletter;
- Seeking parent input through surveys;
- Sharing student work with parents.

We will engage with other schools in the district that have writing and numeracy goals to find opportunities for collaboration and shared learning.

STAFF/SHARED WORK

1. Our individual and collective practice aims to close the achievement gap and focus attention on students whose success is at risk and that assessments, instruction, adaptations/enhancements and interventions are employed to meet the needs of these students.
2. Routinely collect key data sources and use systems such as iPASS to document and analyze evidence in order to monitor student progress and to optimize or adapt learning strategies.
3. Utilize the School-Based Team to review overall student achievement, the needs of specific students and what we are learning about best practice teaching.

STUDENT VOICE

By creating a student-centred learning environment, student voice will be genuinely expressed. Additional ways we will enhance student voice include:

1. Help Initiate and support student led initiatives in writing and numeracy;
2. Gather student feedback in the form of student self-assessment/reflection and through structured interactions/surveys;
3. Include authentic student representation on matters relating to school planning and in the analysis of goal progress;
4. Include students in discussions related to their learning (ex. In IEP meetings and parent conferences).

EPIC REFLECTIONS

May 2021, FESL school-based survey indicated strong support from parents to provide more writing opportunities and students cited a desire to improve in areas of conventions such as spelling. Parents and students also indicated a desire to have increased frequency of math practice time with the support of a teacher.

Staff indicated a desire to continue learning how to maximize the capabilities of iPASS and request support in early September 2021.

We have secured collaboration with SIMS on a math project/challenge, to link students in collaborative problem solving.

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM

THIS WORK?

Staff will need to continue developing and using the 6+1 Traits for writing instruction. Staff will also need to guide students in the use of metacognitive frameworks such as SQR and the use of graphic organizers in order to target the challenges many students have employing effective strategies and approaches to problem solving. In addition, staff will be required to reinforce effective written communication strategies in order for students to convey their thinking and communicate solutions using appropriate mathematical language and conventions. Staff will need to continue working on making learning more visible for students by identifying learning targets/intentions, developing success criteria and goal setting. Finally, a commitment to teaching and guiding students in the use self-management, time-management and self-monitoring strategies (Executive Functioning framework known as Ready, Do, Done) will support the development of essential competencies that are universal in their utility to support literacy and numeracy. Taken together, these elements provide a robust framework to holistically approach and unify written communication across the disciplines while encouraging and supporting self-reflection and self-monitoring.

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

Students will demonstrate traits of effective writing by learning the 6+1 Traits. Students will self-reflect on their writing in the context of the Traits and that they will be able to develop personal goals that will support their continued growth as writers. In numeracy, students will demonstrate fluency in key areas of learning (content) and will also develop and demonstrate competencies and higher-order processes including: visualization, representation, pattern analysis, estimation, analysis, logical reasoning, sequencing, experimentation, communication and collaboration. Staff will need to foster a growth mindset and support the development of executive functioning skills with their students.

APPROACH TO PROFESSIONAL LEARNING?

1. A portion of monthly staff meetings will be dedicated to reviewing progress of goals and adapting to emergent need by developing different learning strategies.
2. School-based Pro-D will be dedicated to more in-depth analysis and deepening of shared practice that supports our goals.
3. Team teaching opportunities to develop capacity in numeracy pre-learning and ongoing formative assessments at the primary and intermediate level.
4. School-Based Team will provide further opportunities to collectively problem solve and adapt strategies to meet the needs of at-risk learners.

EPIC REFLECTIONS

In the 2020-2021 school year the Phoenix Staff engaged in 3 school-based Pro-D events to further develop competency in the use of the 6+1 Traits and in conducting assessments utilizing the ILN writing continuum. This multi-tiered approach to assessment will support better accuracy in our assessment practice and create a more targeted approach to instruction.

The entire Phoenix Staff participated in the 4 workshop summer series by the Autism Community Training organization in Executive Functioning.

As part as our summer reading, Phoenix Staff have been engaged in self-study in the use of metacognitive approaches and research-based strategies to support students in problem solving in mathematics.

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

We will know that we are successful in writing, when:

- Students move towards on-track or extending proficiency in writing;
- Students shift proficiency to on-track and extending performance in conventions, organization, sentence fluency and presentation;
- Students engage in writing to share their stories and knowledge with increasing sophistication, quality and independence;
- Students communicate what they are learning or practicing in their writing and share learning goals using the trait specific language;
- Students self assess their writing based on what they have learned and the intended learning target.

We will know that we are successful in numeracy, when:

- Students move towards on-track or extending proficiency in numeracy;
- Students shift proficiency in the performance standards for: reasoning /analysis, representation/communicating, understanding/solving and reflecting;
- Students are able to utilize a problem solving approach with increasing independence to develop an approach or strategy that is appropriate for the task;
- Students are increasingly able to make appropriate use of mathematical vocabulary and apply it when communicating in a mathematical situation;
- Students are increasingly competent and fluent in their application of number sense, sequencing, estimation, grouping, pattern identification, measurement and data analysis;
- Students can self assess their problem solving strategies and mathematical solutions based on what they have learned and in relation to the intended learning target.

EPIC REFLECTIONS

STUDENT ACHIEVEMENT DATA

1. Formative assessments checkpoints
2. Student work samples;
3. Progress report achievement data, teacher and student observations and attendance records;
4. Prior student achievement data;
5. Student IEP goal achievement;
6. Social-emotional, and executive functioning data;
7. FSA data;
8. Student self assessment and teacher observation, student and parent voice

STUDENT EXPERIENCE EVIDENCE

Students will articulate what they now know, do and understand about writing and numeracy through self assessment/reflections as well as through student conferences that ask the following questions: (Writing) What are you working on? How is it going? What will you be working on next. (Numeracy) My answer made sense because? My method worked because? I learned that I... and I was surprised that I...

The students will also have the opportunity to share their experience through student surveys at the start of the year and at term transitions.