



SALT SPRING ELEMENTARY

EPIC SCHOOL PLAN

SUMMARY

In the 2020/21 school year, staff at SSE engaged in an EPIC grant looking at ways to differentiate instruction in numeracy to better serve our learners. The highlights of this project included: greater teacher confidence in numeracy instruction; increased student engagement and achievement in numeracy; improved classroom structures to better serve our learners; increased collaboration among SSE staff; and the beginning of a professional learning partnership with Fernwood Elementary. These gains are a promising beginning and there is a strong desire to keep the momentum going. Therefore, we have chosen to focus our Epic plan on numeracy again for the 2021/22 school year.

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



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SCHOOL IDENTITY/CONTEXT

Located in the heart of Ganges, SSE enjoys easy access to the local pool, public library, community theatre, parks, forests and beaches. Walking field trips are a big part of the school experience for our students. With two lush gardens, a garden program for every class, and an outdoor classroom, our school community is committed to providing outdoor learning opportunities for our children. We have a dedicated PAC and enjoy partnerships with several community organizations including Big Brothers/Sisters, The Circle, and The Salt Spring Conservancy. SSE is a vibrant and dynamic learning community.

"It is a very family-focused, welcoming, and community centred school. I appreciate the openness and being able to connect directly with students and staff. I find the quality of education and whole child care is great"
--SSE parent

OUR STORY

The 2020/2021 school was unprecedented in many ways. In addition to navigating changing protocols and systems during a global pandemic, our school district underwent a configuration review that will see SSE move from a K-5 English school of about 160 students to a K-6 English and Late French Immersion school of about 200 students in 2021/22 and then move to a K-7 English and Late French Immersion school of about 250 students in 2022/23. Students, staff and parents showed incredible resiliency and flexibility throughout the many changes and challenges. Not only did students survive the school year, they thrived. The school community kept student learning and joy at the center, even in difficult times. Staff dug deep and continued to enhance their professional practice. At the beginning of the year, SSE intermediate teachers noticed a huge range of numeracy abilities in their classes. After researching best practices and a great deal of collaboration, several SSE teachers engaged in an Epic project that focussed on implementing "math workshop" as a structure to differentiate and target numeracy instruction. This project has shown promise, as the data section will show, but it has just begun, so we are building on this goal for the upcoming year.

GOAL STATEMENT

Goals:

- To improve student achievement in numeracy
- To enhance student confidence in and enjoyment of numeracy
- To increase teacher confidence in and enjoyment of teaching numeracy

Inquiries:

- How can we continue to differentiate instruction to meet the needs of all learners?
- How can we create opportunities for students to feel challenged, successful and excited about math?

**Linked to SD64 Enhancement Agreement Goals 1 and 4 (Belonging and Success) and SD64 FESL goal 2.1 (Numeracy)*

AREAS OF STRENGTH/GROWTH

Strengths:

- Hard working and active PAC
- Experienced and dedicated staff
- Central location with easy access to rich learning opportunities in the community
- Strong Music, Gardening and Nature Based learning programs
- Excellent progress made in math program (last year's Epic)
- Welcoming and friendly culture

Growth Areas:

- Differentiation in numeracy instruction
- Strategies to develop student number sense, problem solving and flexible thinking in mathematics
- Integrating hands-on and nature based lessons in numeracy
- Infusing aboriginal ways of knowing in numeracy

EPIC REFLECTIONS

"As a whole school experience, I like how SSE is so great at communications with the families. About how (apart from COVID times) we are welcome to come in and be part of our child's classroom and learning experience. I like the warm inclusive and safe feel to it. I love the integration of the gardens and the growth of the outdoor learning areas over the years. It's great to have the kids involved in this."
--SSE parent

"You measure the size of the accomplishment by the obstacles you have to overcome to reach your goals."

— Booker T Washington

"The teachers make sure every kid is at a comfortable level in all subjects and work individually with kids on their skills."
--SSE student

FOCUSING DIRECTION

PROCESS FOR REVIEW/REVISING/DETERMINING

Parents, students and staff were consulted in the development of this plan. Multiple sources of data were considered, including report card marks, FSA, grade 4 learning survey, PAC meeting discussions, and school created parent and student surveys. The school growth plan team includes all school staff with contributions from students and parents.

Timeline/process:

Late Spring: review yearly data, consult with partner groups and draft goals

Early Fall: revise and finalize plan; gather formative data; implement strategies

Mid Year: check data; revise plans as necessary

Late Spring: administer summative assessments, review yearly data, consult with

EPIC REFLECTIONS

“Education is not the learning of facts, but the training of the mind to think”

—Albert Einstein

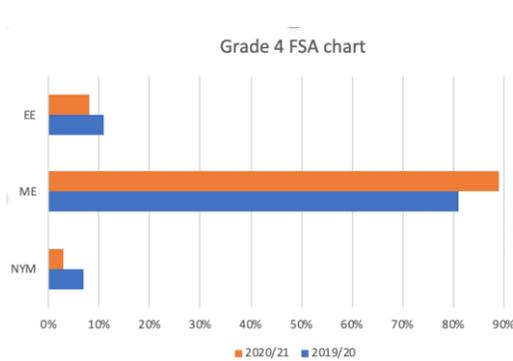
“I saw incredible progress with my intervention group.”—SSE teacher

“Kids will get better at math if they are broken into groups and work with the teacher, like they do in my class.”

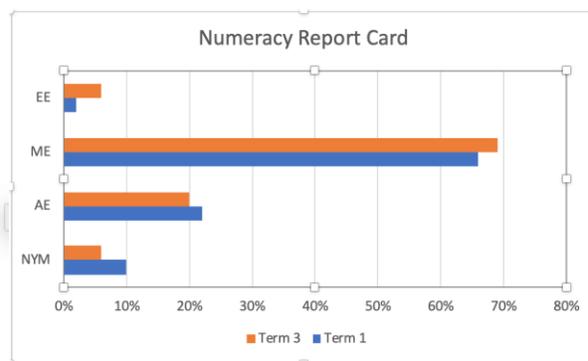
--Grade 4 SSE student

PURPOSE – DATA

FSA Numeracy (Grade 4)

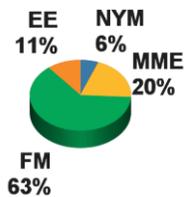


Summative Report Card Numeracy (K-5)



Data from last year shows promise

Ipass Numeracy (Summative)



Teachers reported feeling greater confidence, efficacy and enjoyment teaching Numeracy this year.

--SSE principal

Parent School Survey

My child's math has improved this year...

[More Details](#)



Student School Survey

My math has improved this year

[More Details](#)



ASSOCIATED ACTIONS

- Assess students early in the school year and break students into groups for targeted instruction
- Identify and support students needing intervention
- Establish a bank of common quality math games to be taught in every classroom
- Collaborate and share methods for differentiation, including strategies for “math workshop” and number talks.
- Focus on number sense and essential skills as identified by the Richmond school district
- Provide numeracy instruction that includes concrete and visual representations of concepts
- Integrate numeracy into other themes and subject areas and make this connection clear
- Bring numeracy lessons outdoors
- Model and nurture growth mind set (mistakes are part of learning)
- Host family math nights
- Organize buddy classes to play math games together
- Bring math to the playground; emphasize the playful side of math
- Host math theme days and challenges
- Make math visible in the school, in displays and on the playground.
- Pilot Graham Fletcher’s “Building Fact Fluency” tool kit in primary grades

EPIC REFLECTIONS

"If you want to go fast, go alone. If you want to go far, go together."

-- African Proverb

"Changing from a traditional whole class model to a small group instructional model was motivated by my learners, but inspired by the collaboration with my colleagues."

--SSE teacher

"It is fun playing with math, but it is also kind of a challenge. Like you are trying ot figure out the number, but you don't automatically know it. You have to keep thinking"

-SSE Kindergarten student

"Playing math games with your friends is fun!"

-Grade SSE student

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS

- Continue to consult with PAC on a regular basis
- Survey students, parents and staff
- Publish math progress, tips, ideas and celebrations in the newsletter and on the school website
- Invite guests into the school to share how they use and enjoy math

STAFF/SHARED WORK

- Staff will have multiple opportunities to have input including class reviews, staff meetings and planning day
- Collaborative teams will be formed to regularly check in and revise the plan
- Regular staff meeting time will be allotted to discuss progress

STUDENT VOICE

- Produce a student and teacher created slide show or iMovie celebrating math
- Involve grade 6 leadership team in organizing math challenges and theme days
- Invite students to teach each other and their parents math games and strategies
- Engage students in self reflection on their math learning

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM

THIS WORK?

- How to organize and run “math workshop”
- How to use math talks
- Best practices in math instruction
- Where to find excellent resources
- Strategies for fostering conceptional understanding that is developmentally appropriate
- Confidence in their abilities

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

- Strong foundational skills in numeracy
- Flexible thinking and perseverance in problem solving
- Growth mindset
- Confidence in math
- An attitude that math is fun, achievable, and the belief that everyone can be good at math

APPROACH TO PROFESSIONAL LEARNING?

- Staff will work collaboratively to review assessment results and plan next steps for learning
- Staff will explore best practice and current research in numeracy instruction
- Teachers will engage in team teaching and model lessons
- Staff meeting time will be allotted for discussions about numeracy assessment, instruction, and student progress
- Staff will pursue common professional development through professional book club and school based pro-d
- Staff will develop a repertoire of common games and strategies
- Teachers will visit other classes at SSE and Fernwood to view numeracy instruction in action
- Purchase, explore and pilot Graham Fletcher’s tool kits for developing foundational numeracy skills
- Provide teacher collaboration and support time to create structures for differentiation in numeracy instruction that will build capacity and allow for the program’s sustainability

EPIC REFLECTIONS

“I can gather my students into small groups and make sure that they are engaged and learning at their level.”

--SSE teacher

“For me collaborating with colleagues was powerful. Having the time and resources to be able to meet was essential. It is important for that support to continue.”

--SSE teacher

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

Success will look like all students making significant gains in their numeracy skills. In particular, building the foundational skills of those students not yet meeting expectations in numeracy is crucial.

The aim is to have all students make at least one year’s worth of growth in the year with some students making greater than one year’s advancement to lessen the gap.

Success will look like all students building confidence in, an attitude towards, and enjoyment of mathematics; that students are ready and excited to pursue high school mathematics when graduating from SSE; and structures are firmly established that provide students with differentiated and targeted instruction.

Short term goals: 80-90% of students ME/EE in Numeracy and 80-90% of students expressing confidence and enjoyment in numeracy.

Long term goals: 90-100% of students ME/EE in Numeracy and 90-100% of students expressing confidence and enjoyment in numeracy.

STUDENT ACHIEVEMENT DATA

The following data will be included in this space:

- Student survey
- Formative assessments (iPass)
- Report card marks
- FSA results
- Parent survey
- Class review data

STUDENT EXPERIENCE EVIDENCE

- Student self reflections
- Student and teacher created slideshow or iMovie celebrating numeracy
- Math nights for families, where students can show pride in their learning