



SATURNA ELEMENTARY SCHOOL

EPIC SCHOOL PLAN

SUMMARY

At Saturna School, we work to develop a culture that supports strong foundations for academic success while specifically attending to each student’s learning needs. We value the involvement of community and the integral role our students have within it. This year, our school’s focus will be on ensuring increased academic achievement by ensuring our learners are resilient with solid growth mindsets.

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



SATURNA SCHOOL

SCHOOL IDENTITY/CONTEXT

Saturna Island has a total of 20 students enrolled in two classes: K-5 primary and a specialized Gr. 10-12 secondary program called the Saturna Ecological Education Centre (SEEC). Two days a week there is also an ELF Strong Start Program where children and their caregivers attend on a regular basis.

The Elementary population has mostly lived their whole lives on the island. They are a caring and energetic group of students. Saturna School is a vibrant location for learning with substantial parent and community involvement.

OUR STORY

We know that Kindergarten to Grade 5 is a key time for students to develop the foundations of life-long learning.

This past year at Saturna School, our students have grown in the capacity to regulate their social emotional well-being. These new-found strategies have allowed our students to excel and for our staff to work diligently to improve student foundational skills, particularly in literacy.

Connecting to district initiatives of data informed assessment, we have implemented daily practices to focus on foundational skills. Specifically, we have: utilized Guided Literacy Reading Program “Literacy Place”; worked consistently with Words their Way; differentiated in-class instruction; focused on number sense instruction; and implemented targeted learning support with one-on-one formative assessments using Curriculum Based Measures (CBMs) in numeracy and literacy.

We are constantly looking to find the best strategies to develop a culture that supports strong foundations for academic success while addressing each student’s learning needs.

EPIC REFLECTIONS

GOAL STATEMENT

At Saturna School, we will cultivate a growth mindset for students that will lead to increased academic achievement and improved confidence.

- *Staff and students will aim to develop a learning culture of growth mindset. Focusing on individual academic success will specifically connect to our District Enhancement Agreement goals of Success and Belonging.*
- *We believe that by encouraging mistakes, praising effort not only product, and encouraging problem solving, students can come to experience learning as a process not as a product. Leading by example, we will explore the power of the word “yet” as a marker of ongoing progress when learning is approached with a positive and growth-oriented attitude.*

AREAS OF GROWTH/NEEDS

The Saturna School Elementary Class is a unique multi-age group. These students have distinctly different needs, a factor compounded by the large age differentiation. At Saturna School students...

- Describe how they enjoy coming to school.
- Interact regularly with each other, regardless of age.
- Frequently demonstrate excitement for learning.
- Can give up easily when challenged.
- Often want to do the minimum requirement on academic assignments
- Have strong connections to the school and community.
- Have limited mental flexibility to implement strategies to try when they don't know.
- Have a strong connection and appreciation for the local environment.
- Have strong parent involvement

EPIC REFLECTIONS

PROCESS FOR REVIEW/REVISING/DETERMINING

At Saturna School we are ultimately working to develop Educated Citizens. Through a focus on human and social development – the culture/attitude of our school community –, we expect to see improvements in intellectual development.

With a consistent language, regular implementation and a weekly revisiting of this goal, we will work to develop learners who:

- Embrace challenges
- Persevere in the face of failures and setbacks
- Engage deeply and process errors with a desire to readjust and correct
- Look for people who challenge them to grow
- Focus on the process and learning without worrying about the outcome

Our School Growth team will involve all staff at the school. Specifically, our LIST teacher, Classroom teacher, Education Assistant, Principal and Vice-Principal. We will use our School-Based Team and Staff meetings to come together as a group to discuss progress, in addition to our smaller group meetings periodically in the week.

EPIC REFLECTIONS

FOCUSING DIRECTION

PURPOSE – DATA RATIONALE

Saturna Elementary Schools’ purpose is specifically guided by the following Provincial and District level frameworks:

SD 64 Strategic Plan : The Objective 1.1

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.

Framework for Enhancing Student Learning

Students will meet or exceed literacy expectations for each grade level including on-track or extending expectations as specified in provincial assessments.

Students will meet or exceed numeracy expectations for each grade level including on-track or extending expectations as specified in provincial assessments.

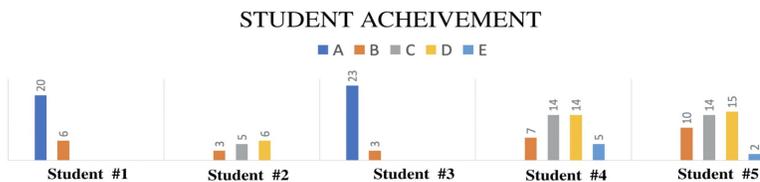
SD64 Enhancement Agreement

Ensure Indigenous students experience their highest levels of academic, cultural, social, and individual success while in the care and service of SD64

EPIC REFLECTIONS

DATA RATIONALE

SATURNA Elementary K-2 Reading Progress Guided Reading - Literacy Place



In the past year, a Guided/Leveled Reading program was established to support fundamental skills necessary for proficient readers. In the graph above, reading data for five students is shown. The bar’s represent the total number of books read at each level, and each new level(from A-E) represents an increased level of mastery.

DATA RATIONALE (cont'd)

Reading Assessment Data Summative



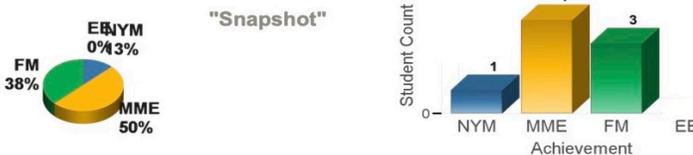
The two graphs above demonstrate that our school is now on track for proficiency in reading, with all students minimally meeting or fully meeting expectations. We have seen students looking forward to more challenging books and pushing themselves towards the outer edges of their zones of proximal development. We look forward to extending this work and continuing to see students become more confident and capable readers.

Building on this success in reading, we plan to develop structures and strategies to help students better “see” their growth in numeracy and writing as well. The insight from last year's focus on a leveled program is that students have shown a desire to push the boundaries of their static mindset. As can be seen in the following graphs, our school’s math and writing assessments are areas requiring increased focus and support.

Numeracy Assessment Data Summative



Writing Assessment Data Summative



By creating a school culture that cultivates a growth mindset in the early years – K-3, we will develop learners with increased self-efficacy who are more likely to be successful in obtaining a key measure success of the Framework for Enhancing Student learning - an on-track in provincial assessments in Grade 4 .

EPIC REFLECTIONS

ASSOCIATED ACTIONS

The following is a list of the actions that we will take in the fall and throughout the year to achieve our school goal. More actions will be determined at the start of the school year and throughout the implementation of the school plan.

September start:

Staff meeting: Our start-of-the-year will focus on the culture of growth mindsets. Select readings will be reviewed.

Daily, teaching staff will strive towards consistent language that supports a growth mindset. This will be further supported with visual organizers identifying learning targets and direct feedback to students.

Along with language, actions will be taken to change underlying beliefs about learning. Specifically a focus on social emotional well-being will be continued through daily check-ins, the use of zones of regulation, and school based team supports

Ongoing:

Learning targets: Staff will continue to track and monitor quantitative student data such as:

- reading progress charts
- writing performance standards
- regular numeracy

Interviews: We will check-in regularly with students to track growth mindsets through the language used by students in the classroom that is more focused on progress and challenge.

Students will have bi-weekly checks with the Principal or Vice Principal to monitor areas of growth and challenges. The big three questions will be used.

- What are you learning?
- How is it going?
- What is the next step?

EPIC REFLECTIONS

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS

Being a small school with few staff, everyone will need to make contributions towards this goal. This will help to establish a culture, not only of the classroom but of the entire school community. To engage parents, updates on this theme will be shared in monthly newsletters and discussed at PAC events. Importantly, as all parents are seen regularly during pickup and drop off times, these interactions will be used to engage parents in the discussion and seek informal feedback on the views towards learning being discussed at home.

STAFF/SHARED WORK

In anticipation of new staff, Saturna School’s September staff meeting will focus on our goal of developing resilient learners with a growth mindset. This will be supported through monthly staff meetings and through school based team meetings. Our small school allows regular direct interaction of all staff in the K-5 elementary classroom. Our school will connect with other small schools in our district (e.g. Mayne Island School) to learn from and with other educators in the district.

ENGAGING STAKEHOLDERS

The focus of this year will be to integrate students as integral partners in the learning journey. Student voice will become increasingly important as we create a culture of learning that invites each student to consider the impact that their attitude can have on their own progress. And furthermore, the impact that it can have on the community of their classroom.

Throughout the year we will create age-appropriate opportunities to reflect on their own learning. At student led conferences, students will describe their learning progression with parents and staff. Students will be given the chance to practice communicating their thoughts and feelings about the learning process during check-ins with P/VP. Learning portfolios and reading progress charts will allow students to see their growth, and learning target imagery on the walls connected to each student will showcase progress. Ultimately, if our work towards growth mindset is progressing, we will hear a shift in language choice in the classrooms.

EPIC REFLECTIONS

DEEPER LEARNING

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

To develop this new culture of growth mindset, some inputs will be needed. Staff need to know how to better create learning targets with learners, and help students see the growth they are making.

Professional development materials will be purchased to support the implementation of this goal for both staff and students. Our teaching staff have identified the following as a key text to work from:

Growth Mindset Lessons: Every Child a Learner, by Shirley Clarke, Katherine Muncaster

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

To be successful at this goal we will need to develop several hard and soft skills to support deeper learning.

Hard skills: With new staff at school, we will need to take a team approach to ensure we have clear learning goals, consistent progress reporting, and well identified areas for improvement. A continued emphasis on data collected that is centralized through the IPASS database will be an on-going focus.

- Universal screenings and assessments
- Technology and data input

Soft skills: an emphasis on process, facilitation and coaching

- Risk taking
- Openness to new approaches/strategies
- Ability to speak about their learning process
- How to set reasonable goals.
- Flexibility and Patience

EPIC REFLECTIONS

APPROACH TO PROFESSIONAL LEARNING?

In order to build partnerships that shift pedagogical practice, existing structures within the district will be considered. Specifically, an emphasis on mentorship through SD64’s New Teacher’s Mentorship Program is being sought by both our classroom teacher and our LIST teacher.

School based Professional Development days will, with consultation, seek learning opportunities that will help to develop a growth mind set in staff. In addition, staff will discuss shared reading resources to expand ideas for developing student growth mindset.

EPIC REFLECTIONS

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

Setting goals through the quarter of the year, to be determined with the classroom teacher at the start of September. These quarterly checks will provide frequent opportunities to adjust as needed.

Qualitatively, we will know that we reached this goal when students show joy, pride, and ownership in their learning. This will heard and be visible when entering the classroom.

Quantitively, we will know that we reached this goal when assessment measures show an increase in academic growth for each student relative to their emerging baseline of achievement. The data will be tracked through classroom reporting, district assesments recorded in IPASS, and through our Grade 4 FSA results.

STUDENT ACHIEVEMENT DATA

Anecdotal and qualitative evidence that show the impact of growth mindsets will be triangulated with varied evidence of learning: student portfolios, progress charts, and other student achievement data – as described above.

- To be recorded throughout the year

STUDENT EXPERIENCE EVIDENCE

With the help of learning progress evidence, students will be able to see learning progress, set manageable goals, and formulate more realistic expectations. As a staff team we will look to celebrate moments of challenge and moments of success.

- To be recorded throughout the year