

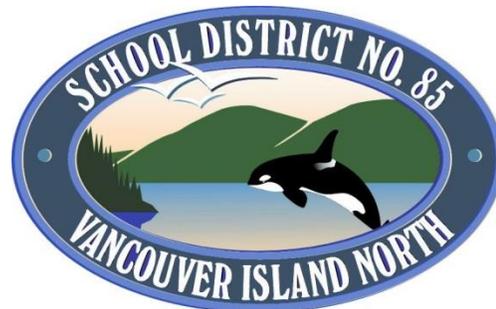


*“Bringing Learning to Life”*

# **Alert Bay Elementary School**

## **SCHOOL PLAN**

**2020-2021**



Submitted by:  
Principal: Jen Turner

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**Introduction – School Context**

The village of Alert Bay is a small community situated on Cormorant Island located off the northeast tip on Vancouver Island. It is the traditional territory of the Kwakwaka'wakw people. We are surrounded by water and nature and connected to our surroundings by our culture. Alert Bay School is located near the top of the island overlooking Johnston Strait.

Enrollment for the 2020-2021 school year is 35 students from Kindergarten to grade 7. There are two classrooms: a K-3 at 14 students, and a 4-5-6-7 with 21 students. Each classroom has a wide range of student abilities, with teachers and staff who are dedicated to meeting each child's needs. Ways of meeting those needs consist of integrating First Nation's content into the curriculum, and hiring First Nation support staff. These measures ensure that relationships and trust are built upon year after year.

Presently, 94 % of the students attending our school are of Aboriginal Ancestry, with the majority coming from the local Nations and areas. Alert Bay School's Cultural Program employs a Cultural Tutor 25 hours a week, and we have a First Nation Support Worker employed 15 hours a week. The Cultural Program consists of learning the protocols, language, dances, stories and the songs of the Kwak'wala speaking people and surrounding areas.

<p><u>School Mission Statement:</u></p>
<p style="text-align: center;">Maya'x̱ala (Respect)</p>
<p>School Context:</p> <p>Our school operates under the Kwak'wala word Maya'x̱ala, which means respect. We believe in respecting each other in all aspects of our education and take special care to work as a school community and team to ensure that each and every person in our school feels respected and cared for.</p>

## **Code of Conduct**

**Alert Bay School's Code of Conduct is a "living" document. We will commit to reviewing it regularly at student meetings, Parent Advisory Council meetings, and staff meetings, and community meetings. We will update it as necessary and as we learn and grow together.**

**Alert Bay School is a public school. To ensure the comfort of and safety of those within our**

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school community and to create a viable learning environment, we also need an awareness of behaviours that will be accepted and unaccepted by our community when we are together and when we represent our school in the community. It is also true that students who are lesbian, gay, bisexual, transgender, or questioning (referred to in this part as ‘LGBTQ+’), or are perceived to be LGBTQ+, or who associate with LGBTQ+ people, have rights to equal protection, privacy and free expression. LGBTQ+ students and same-gender parented families have a right to be recognized and affirmed.

The British Columbia Safe and Orderly Schools document outlines features of the School Code of Conduct. The BC Ministry of Education also provides additional resources for guiding the creation of the Code of Conduct and Safe, Caring, Orderly Schools which can be found here:

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/scoguide.pdf>

Alert Bay Elementary School’s Mission Statement of Maya’x̱la (respect) is embedded into our Code broken into 3 pieces:

- Respect for Self
- Respect for Others
- Respect for Property/Environment

Within each section are examples of what expected behaviours are, and are not, and possible consequences for individuals with behaviour that conflicts with what we have identified to be safe and orderly behaviour in each area. The range of restorative actions is dependent on the frequency and severity of misbehaviour. Where there are special circumstances and/or severe violations, the more extreme levels of intervention may be used. Students with behaviour objectives in their IEP or with their own behaviour plan may receive special consideration.

**Respect for Self**

Behaviours that fit with how we want our school to be. If people in our school are respecting themselves it will....	Behaviours that are not respectful. If people in our school are not respecting themselves it will...
Expected behaviour looks like	Unexpected behaviour looks like
<ul style="list-style-type: none"> <li>• well rested</li> <li>• well fed</li> <li>• goal setting</li> <li>• exercising</li> </ul>	<ul style="list-style-type: none"> <li>• too tired to learn</li> <li>• too hungry to learn</li> <li>• too angry to learn</li> <li>• eating non-nutritious food</li> <li>• not exercising often</li> <li>• harmful substance use</li> </ul>

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<b>Expected behaviour sounds like</b>	<b>Unexpected behaviour sounds like</b>
<ul style="list-style-type: none"> <li>• positive self-talk "I am getting better at that!" "My strengths are..."</li> </ul>	<ul style="list-style-type: none"> <li>• negative self-talk "I can't do that." "I'm not good at that." etc.</li> </ul>
<b>Expected behaviour feels like</b>	<b>Unexpected behaviour feels like</b>
<ul style="list-style-type: none"> <li>• comfort/relaxed</li> <li>• happy</li> <li>• confident</li> <li>• safe</li> </ul>	<ul style="list-style-type: none"> <li>• fear</li> <li>• anxiety</li> <li>• loneliness</li> <li>• desperation</li> <li>• depression</li> </ul>

**Respect for Others**

<b>Behaviours that fit with how we want our school to be. When people are respecting others it...</b>	<b>Behaviours that are not respectful. When people are disrespectful of others it...</b>
<b>Expected behaviour looks Like</b>	<b>Unexpected behaviour looks like</b>
<ul style="list-style-type: none"> <li>• Inviting and including others</li> <li>• Smiling</li> <li>• Waving</li> <li>• "reading others' feelings and reacting accordingly</li> <li>• being safe so others' don't get hurt (e.g. walking in the halls, careful risk-taking on the playground)</li> <li>• Accepting the rights of others; race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, gender identity or expression and age.</li> <li>• working together - cooperation</li> <li>• respecting personal space</li> </ul>	<ul style="list-style-type: none"> <li>• discriminating against, making fun of, or criticizing others for their race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, gender identity or expression and age</li> <li>• Bullying and cyber bullying</li> <li>• Intimidating others</li> <li>• threatening others with words, gestures or physical actions</li> <li>• excluding others from games and activities</li> <li>• manipulating/planning to leave others out or to make fun of them</li> <li>• deliberately provoking someone to encourage reaction</li> <li>• actions that could result in others being hurt physically or emotionally</li> </ul>

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	<ul style="list-style-type: none"> <li>• violent behaviour toward others</li> <li>• disrupting the learning environment interrupting others' learning</li> <li>• stealing things from others</li> </ul>
<b>Expected behaviour sounds Like</b>	<b>Unexpected behaviour sounds like</b>
<ul style="list-style-type: none"> <li>• Laughing</li> <li>• kind words</li> <li>• school appropriate language</li> <li>• Offering to help others</li> <li>• Giving compliments</li> <li>• Greeting each other with kind words</li> <li>• disagreeing using kind words</li> </ul>	<ul style="list-style-type: none"> <li>• nagging</li> <li>• teasing</li> <li>• swearing</li> <li>• negative comments</li> <li>• telling rumours or re-telling rumours</li> <li>• hurtful words</li> </ul>
<b>Expected behaviour feels Like</b>	<b>Unexpected behaviour feels like</b>
<ul style="list-style-type: none"> <li>• comfort/relaxed</li> <li>• happy</li> <li>• confident</li> <li>• safe</li> <li>• others support you</li> </ul>	<ul style="list-style-type: none"> <li>• fear</li> <li>• anxiety</li> <li>• loneliness</li> <li>• desperation</li> <li>• depression</li> </ul>

**Respect for Property and Environment**

<b>Behaviours that fit with how we want our school to be. When people are showing respect for personal property and that belonging to others it...</b>	<b>Behaviours that are not respectful of property and the environment. When people are showing disrespect it...</b>
<b>Expected behaviour looks like</b>	<b>Looks like</b>
<ul style="list-style-type: none"> <li>• taking care of their own supplies (e.g. put them away carefully in an organized way, hanging up coats etc.)</li> <li>• taking care of resources (e.g. computers, books, classroom supplies, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• leaving supplies on the floor or lying around</li> <li>• treating supplies and resources carelessly</li> <li>• throwing litter on the floor or on the school grounds</li> <li>• stealing</li> <li>• grabbing things from others</li> <li>• breaking others' things</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>demonstrating understanding that the materials and supplies people have cost money and sometimes have emotional value as well</b></li> <li>• <b>picking up litter inside and outside of the school even if it isn't yours</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>vandalism (drawing, writing, scraping, etc. on school property, property of others, or property of self)</b></li> </ul>
<p><b>Expected behaviour sounds like</b></p>	<p><b>Unexpected behaviour Sounds like</b></p>
<ul style="list-style-type: none"> <li>• <b>saying respectful words about the things they have "I like my new coat. It was a gift and I know it cost my parents a lot of money I have to take care of it."</b></li> <li>• <b>appreciative words "We are lucky to have so many fun activities in our classroom!"</b></li> <li>• <b>Asking to borrow someone's things e.g. "Could I borrow some of your felt pens?"</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>taking things for granted "I don't care if my coat gets ripped, then I'll get a new one anyway."</b></li> <li>• <b>being unappreciative "I wish we had better stuff in our classroom."</b></li> <li>• <b>using manipulation to get someone's things "You'd better give me your felt pens or I won't invite you over this weekend."</b></li> <li>• <b>Making fun of someone for their property "Your coat is ugly, I can't believe you picked that one out."</b></li> </ul>
<p><b>Expected behaviour feels like</b></p>	<p><b>Unexpected behaviour feels like</b></p>
<ul style="list-style-type: none"> <li>• <b>organized</b></li> <li>• <b>positive culture</b></li> <li>• <b>appreciation for what we have</b></li> <li>• <b>cooperation</b></li> <li>• <b>caring</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>unorganized</b></li> <li>• <b>unappreciative</b></li> <li>• <b>uncaring</b></li> <li>• <b>destructive</b></li> <li>• <b>hurtful</b></li> <li>• <b>harmful</b></li> <li>• <b>damaging</b></li> </ul>

**Summary of Student Body Assets:**

The students have many opportunities to develop their leadership skills. This is evident in Cultural celebrations, learning celebrations and projects that focus on leaving a positive impact or legacy at our school, and in our community. Educators and Parents agree that students genuinely care for each other at the school, respect the individual learning plans of students, and strive to positively impact the lives of others. Parents comment on the positive effects of multi-aged classrooms in allowing students younger and older to work

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together, and how their children make positive contributions in our community: like workings with Elders, and community members, or giving back (volunteering, singing for our Elders, or dropping off homemade gift or care packages).

Our school practices Self-Regulation under the support of the MEHRIT Institute, Namgis First Nation and School District 85. Self-regulated learning is a process that assists students in managing their thoughts, behaviours, and emotions in order to successfully navigate their learning experiences. Self-regulation refers to a child’s ability to deal with stressors effectively and efficiently; through knowledge, understanding, strategies and tools, and then returns to a baseline of being calmly focused and alert and ready to learn.

**Summary of Student Body Needs:**

Our student needs reflect the goals of our Aboriginal Enhancement Agreement. All students need to experience a sense of belonging and respect through the recognition and honouring of their culture, history and values. Our students need our school community partners working together to increase the level of academic success for all students. All of our students need to experience Aboriginal content in all subject areas and at all grade levels, as well as foster relationship building and partnerships with Staff, Parents, Families, and Role Models within the Community.

**School Assessment Data**

**\*\*Most of our Data will be updated in September 2020, as Covid-19 has prevented us from authentically completing these in-class assessment for all students.\*\***

**PM Benchmarks:**

<b>Grade 1</b>	<b>Spring 2013</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>	<b>Fall 2020</b>
Number of students meeting expectations	5 ~ 63%	2 ~22%	2~67%	76%	5 – 71%	90 %	85%	95%
<b>Grade 2</b>	<b>Spring 2013</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>	<b>Fall 2020</b>

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Number of students meeting expectations	3 ~ 43%	6~50%	3~42%	80%	4 – 66%	95%	90%	92% <sup>d</sup>
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**DMA Results**

	Percentage of students scoring higher than 60% on their DMA Assessment				
Grade	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Fall 2020
2	50%	80%	100%	85%	TBA
3	65%	79%	80%	88%	TBA
4	80%	75%	80%	76%	TBA
5	100%	80%	80%	77%	TBA
6	80%	83%	75%	74%	TBA
7	50%	81%	60%	70%	TBA

**School-Wide Writes:**

	Fall 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Fall 2020
<b>Kindergarten</b>						
Minimally, Meeting, or Exceeding	2	4	5	100%	100%	TBA
<b>Grade 1</b>						
Minimally, Meeting, or Exceeding	2	4	5	95%	100%	TBA
<b>Grade 2</b>						
Minimally, Meeting, or Exceeding	3	5	4	90%	85%	TBA
<b>Grade 3</b>						

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Minimally, Meeting, or Exceeding	5	7	7	90%	95%	TBA
<b>Grade 4</b>						
Minimally, Meeting, or Exceeding	6	8	5	85%	90%	TBA
<b>Grade 5</b>						
Minimally, Meeting, or Exceeding	3	5	12	85%	85%	TBA
<b>Grade 6</b>						
Minimally, Meeting, or Exceeding	6	10	6	85%	85%	TBA
<b>Grade 7</b>						
Minimally, Meeting, or Exceeding	2	3	12	70%	85%	TBA

**DART:**

	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Fall 2020
<b>Grade 3</b>									
Minimally, Meeting, or Exceeding	2	6	6	9	6	8	100%	100%	TBA
<b>Grade 6</b>									
Minimally, Meeting, or Exceeding	5	6	9	4	12	6	85%	80%	TBA

**FSA Fall 2020:**

<b>Grade Four</b>			
Number of Students - 9	Emerging	On-Track	Extending
Reading			9
Writing		8	1
Math		2	7

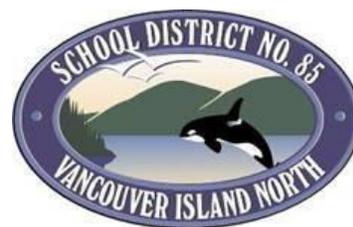
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<b>Grade Seven</b>			
<b>Number of Students - 8</b>	<b>Emerging</b>	<b>On-Track</b>	<b>Extending</b>
<b>Reading</b>		<b>8</b>	
<b>Writing</b>	<b>2</b>	<b>6</b>	
<b>Math</b>		<b>5</b>	<b>3</b>

## Section 2 – Professional Inquiry

### School Inquiry Project Application (2020-2021)



#### 1. **School:** Alert Bay Elementary School

How will focusing on developing a growth mindset in our students as mathematicians, and improving staff formative assessment practices, and updating Math Resources, have an impact on student achievement in numeracy measured by BC Performance Standards, District Math Assessment and School-Wide assessments? (Year Two)

#### 2. **Scanning:** What's going on for your learners? How do you know?

- *What student achievement evidence are you looking at?*
- *What is your baseline data?*

Two years ago, we observed at our school is that our students really work hard in Math, but students were still struggling with math concepts in class, and their moral and confidence was low. At our Inquiry review in the Spring of 2019 we reflected that we have begun to hear again from some of our students, "I can't do this" in Math specifically. We also noticed a slight decline in our overall Diagnostic Math Assessment scores from last year. We started by purchasing two books, *Mathematical Mindsets* by Jo Boaler and *Embedded Formative Assessment* by Dylan Wilam. While teachers not only explicitly taught math concepts and solidified formative assessment practices in their classroom based on the readings and learnings from the two books, we also worked along side of AJ Elliot Elementary School, visiting their classes for mentoring from Master Teachers who have already had this style of cyclical teaching in place for several years. The break of momentum in this school year due to the Covid-19 Pandemic, we feel like we have just started our journey on this topic. We also could not complete all of our Spring Assessments authentically because of students not returning to

in class instruction, so we would like to carry this topic on for another year, and deepen our learning.

3. **Focusing:** Where does your focus need to be? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners?

We believe that students who have a growth mindset welcome challenges as opportunities to improve, believing that their abilities can change with focused effort. Students with fixed mindsets, on the other hand, believe they have a finite amount of talent that can't be altered and shy away from challenges that might reveal their inabilities. False growth mindset is saying you have growth mindset when you don't really have it or you don't really understand [what it is]. It's also false in the sense that nobody has a growth mindset in everything all the time. Everyone is a mixture of fixed and growth mindsets. You could have a predominant growth mindset in an area but there can still be things that trigger you into a fixed mindset trait. Something really challenging and outside your comfort zone can trigger it, or, if you encounter someone who is much better than you at something you pride yourself on, you can think "Oh, that person has ability, not me." As a staff we believe that there is a discrepancy of a true growth mindset with our students in Math. Students and our adults, have to look for our fixed-mindset triggers and understand when we are falling into that mindset. Our students often are searching for a real life connection to the Math that they are learning and are more connected to their learning when they can see the next steps in their growth.

We also believe as a team we could improve our practice of giving quality, criteria, feedback, and reflective assessments for our students to build confidence and grow in their learning. Students who know where they are in their learning, and know the next steps through examples of quality work, knowing criteria, specific feedback and reflective assessment on the specific criteria build more engaged learners. Through the growth mindset, formative assessment practices, and sharing the love of Math learning students not only see their mistakes and challenges as opportunities to grow and learn, but they also build confidence and joy in their own learning.

4. **Developing a Hunch:** What's leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)

A continued observation at our school is that our students really work hard in Math, but we noticed in 2019 when students struggled with math concepts in class, their morale and confidence declined. We also have noticed a slight decline in our overall Diagnostic Math Assessment scores in the Spring of 2019. We continue to build confidence through growth

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mindset activities and basic fact games, but feel we have only scratched the surface of cultivating with our students a belief that they are all Mathematicians with a growth mindset. If we focus on building a growth mindset with our students where they see themselves as Mathematicians, supported by skill based teaching and strong formative assessment practice we believe our students will improve.

We also believe the more we spend time becoming more comfortable with teaching math, our love of Math learning will have a positive impact on our students in our classrooms.

5. **Professional Learning:** What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?

Our staff would like to focus on two areas of Professional Learning, and pursue two book studies at the same time.

One area is to continue to focus on Growth Mindset through the Mathematical lens. Jo Boaler's Math resources provide practical strategies and activities to help teachers and parents show all children, even those who are convinced that they are bad at math that they can enjoy and succeed in math. Jo Boaler—Stanford researcher, professor of math education, and expert on math learning—has studied why students don't like math and often fail in math classes. She's followed thousands of students through middle and high schools to study how they learn and to find the most effective ways to unleash the math potential in all students.

Jo Boaler has followed the progress of thousands of pupils in two countries (the UK and USA), monitoring how they learn maths through their school carers and then following them into adult life. This remarkable research is the foundation of her investigations into the impact that differing maths experiences can have on an entire generation. Jo Boaler outlines what has gone wrong, identifying the problems facing children in mathematics classrooms today and offers concrete solutions for parents and teachers that will revolutionise children's experiences with maths.

The new resource for this year is Elephant in the Maths Classroom, which offers concrete suggestions on ways to teach maths well, and ways to help children in the home, that will offer new and more effective ways of learning maths. This is an exciting way forward, a new approach that teaches children to reason and problem solve; helping all children, even those who think that they are maths failures and that they could never enjoy maths.

6. **Taking Action:** What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of **Response To Intervention**)

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- *What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*

We begin the school year with clearly identifying where all the students are at in their Math Learning based on the DMA, and classroom assessments completed the first week of September. In our classrooms we will be Identifying Math Goals for students from where they need to go next in their learning. Teachers will be using numeracy quick scales, and the “BIG Ideas” and Learning Standards from the BC Math Curriculum, and implementing formative assessment practices to inform instruction.

Classrooms will also be developing a Mathematical Mindset with our students and families. This will require specific teaching at the beginning of the year on developing a Mathematical Mindset, and the building the belief in our students that everyone is a Mathematician. We are going to be creating with our students, Parents and Staff a Math Word Wall prominently featured in the school to promote using the same Math language, as well as a growth Mindset. We would also like to have a Family Math Night in the year to come together to celebrate our Math Learning. If this is not possible due to Covid-19 Restrictions, we will create Math Activities, and fun challenges to send home to families.

We will know its working though seeing a difference in our students through classroom observations, school wide assessments, and DMA that is gathered throughout the year, our entire school team will act as evidence gathers, and will meet monthly to check-in and assess how we are doing. Our teachers would also like to continue to have half day release times to go visit classrooms in AJ Elliot to watch math lessons, and conference with teachers there, as their previous Inquiry work is inline with our current Inquiry goal.

7. **Checking:** Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?

- *When will you check in and how often?*
- *How can you do it in a way that allow for immediate adjustment?*
- 30 minutes devoted in every staff meeting
- School Based In-service Days 2020-2021(Sept. 8th, January 4<sup>th</sup>, February 26<sup>th</sup>, and possibly May 7<sup>th</sup>)
- Comparing our DMA Results May 2019, September 2020, January 2021 and May 2021) - We are adding a mid-year check to see how our learners are doing, and see if we need to adjust anything.

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- Classroom Observations and Assessments using the BC Performance Standards Quick Scales in Numeracy (Fall to Spring)
- Growth Mindset pre and post survey based on “I Can” statements from Core Competencies (developed by staff for September 2019)

**Signatures:**

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School Principal

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School PAC Representative

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(VINTA, CUPE)

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**Section 3 – Focus on Learning**

<b>Summary of Priorities based on selected data</b>						
<b>1. Student Learning</b>	<b>Target</b>	<b>Interventions/Actions</b>	<b>2. Professional Learning/Supports</b>	<b>Monitoring Plan</b>	<b>3. Roles and Responsibilities</b>	<b>4. Resources</b>
Math Fluency and Problem Solving	All	<ul style="list-style-type: none"> <li>-Math Platooning once a week</li> <li>-Explicit Teaching of problem solving strategies</li> <li>-increased problem solving based instruction</li> <li>-concepts taught cyclically instead of in units</li> <li>-self assessment</li> <li>-goal setting</li> <li>-multi-level problems and tasks</li> <li>-student written problems and tasks</li> <li>-mastery of basic facts</li> <li>Targeted support (tier 1, tier 2, and tier 3)</li> </ul>	<ul style="list-style-type: none"> <li>-Professional learning through in-service and collaboration</li> <li>-Release time for collaboration each term with AJ Elliot</li> <li>--RTI</li> <li>-Targeted SEA time</li> <li>-LA/RT support</li> <li>-Increased use of formative assessment</li> <li>-Mathematical mindsets - Jo Boaler , Dylan Willem's Embedded Assessment, and Tracy Zager's Book Becoming The Math Teacher You Wish You Had.</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly discussions on staff meeting agenda</li> <li>-teachers provided with collaboration time</li> <li>-DMA</li> <li>-School-Wide Supplementary assessments (basic facts, how many ways, problem posing, Daily Quiz)</li> <li>-performance standards used with students</li> <li>Problem posing and solving rubrics</li> <li>-tracking basic fact monitoring</li> </ul>	<ul style="list-style-type: none"> <li>-Math will be taught cyclically</li> <li>-instruction will be individualized meeting the needs of all learners</li> <li>-teachers and support staff to attend in-service</li> <li>-support staff – common language and consistent program delivery</li> <li>-principal to facilitate discussion at staff meeting, order resources, provide time for collaboration, and arrange for in-service</li> <li>-Teachers to use formative assessment to continually inform instruction, provide feedback, monitor progress, goal set, etc.</li> <li>-Teachers to keep record of basic fact Mastery, Mastery of the Basics, problem posing, and solving</li> <li>-teachers use supplementary math assessment</li> </ul>	<ul style="list-style-type: none"> <li>-DMA</li> <li>-Supplementary math assessments</li> <li>-Presenters</li> <li>-Professional resources (Jo Boaler, Marian Small, Trevor Caulkins, Kim Sutton etc.)</li> <li>-Mindset Mathematics Program K-7</li> <li>-Dreabox</li> <li>-Mathletics</li> <li>-Performance Standards</li> <li>-Rubrics</li> <li>-Carole Fullerton Resources</li> <li>-Math Makes Sense</li> <li>-Created Math Student Notebook Resource (Progress)</li> </ul>
Grade K-5 Grade Level Reading	All (K-7)	<ul style="list-style-type: none"> <li>-increased individualized reading opportunities ensuring students are reading "good fit" books</li> <li>-daily 5 framework</li> <li>CAFÉ strategies (comprehension,</li> </ul>	<ul style="list-style-type: none"> <li>-targeted EA time</li> <li>-common literacy block to allow flexibility</li> <li>-LA/RT support</li> <li>-Monthly SBT meetings</li> <li>-increased use of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>-ongoing benchmarking</li> <li>-recording of regular conferring sessions with each child (identifying strengths, areas for growth, goals, strategies to be focused on, progress made, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-teachers to be well versed in the use of formative assessment (sharing learning intentions, co-constructing success criteria, engineering effective classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Daily 5 and CAFÉ – Gail Boushey and Joan Moser _DART</li> <li>-Performance standards</li> <li>-PM Benchmarks</li> <li>-Reading A-Z</li> <li>-Science A-Z</li> <li>-Headsprout Reading</li> </ul>

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		<p>accuracy fluency, expand vocabulary)</p> <ul style="list-style-type: none"> <li>-one on one conferring with all students regularly (guided by teachers, students will self-assess, set goals, determine strategies to work on, and monitor their progress)</li> <li>-targeted support (RTI tier 1, tier 2, tier 3)</li> </ul>		<ul style="list-style-type: none"> <li>-DART assessment fall and spring grade 3-7</li> <li>-Performance standards used with students</li> <li>-Item at Staff Meetings</li> <li>-Monthly SBT Team meetings</li> <li>-Jerry Johns</li> <li>-Reading strategy profile meetings with AO and superintendent</li> </ul>	<p>learning opportunities, providing feedback, peer and self-assessment, etc.)</p> <ul style="list-style-type: none"> <li>-teachers will use RTI to support all students</li> <li>-Teachers will identify instructional and formative assessment plan for all students reading below grade level expectations</li> <li>-teachers will have a system for tracking conferring sessions (strengths, strategies being used, goals etc.)</li> <li>-students will regularly self-assess, monitor, their progress, and adjust and make new goals with teacher guidance</li> <li>-ongoing benchmarking reviewed each term by AO and teacher</li> <li>-support staff – common language and consistent program delivery</li> <li>-student lead conferencing</li> </ul>	<ul style="list-style-type: none"> <li>-Leveled Readers</li> <li>-Jerry Johns</li> <li>-Comprehension Card Sets for Intermediate Students</li> <li>-Reaching Readers</li> <li>-Read, Write, Think.org</li> <li>-Read.org</li> </ul>
Grade Level Writing	All	<ul style="list-style-type: none"> <li>-Students will use Performance Standards and student exemplars to self-assess and set goals</li> <li>-increased individualized writing opportunities</li> <li>-peer editing opportunities</li> <li>-peer editing opportunities</li> <li>-teaching of craft and conventions mini-lessons in the content of real writing</li> <li>-one on one conferring with all students regularly</li> </ul>	<ul style="list-style-type: none"> <li>-Targeted EA time</li> <li>-Common Literacy block to allow flexibility</li> <li>-LA/RT Support</li> <li>-RTI</li> <li>-Monthly SBT Team meetings</li> <li>-increased use of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Targeted EA time</li> <li>-Common Literacy block to allow flexibility when possible</li> <li>-LA/RT Support</li> <li>-RTI</li> <li>-Monthly SBT Meetings</li> <li>-Increased use of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers to be well versed in the use of formative assessment (sharing learning intentions, co-constructing criteria, engineering effective classroom learning, peer and self-assessment etc.)</li> <li>-Teachers will use RTO to support all students</li> <li>-Teachers to have a system for tracking conferring sessions with students (strengths,</li> </ul>	<ul style="list-style-type: none"> <li>6+1 Traits in Writing (voice, organization, ideas, conventions, excellent word choice, sentence fluency)</li> <li>-craft lessons for fiction and non-fiction (Fletcher)</li> <li>-performance standards and exemplars</li> <li>-McCracken spelling program</li> <li>Spellingcity.com</li> <li>-Apps (simplex spelling, sight words, Word Wizard, etc.)</li> <li>-graphic organizers</li> </ul>

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		(students identify strengths as writers, goal setting)			areas of growth, goals etc.) -teachers to be familiar with performance standards and use them with students before, during and after writing -teachers to share exemplars of student work with students	-readwrite.org
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**SCHOOL PLAN 2019-2020**  
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School Name: \_\_\_\_\_  
School Year: \_\_\_\_\_  
Date of Plan: \_\_\_\_\_

Ratified by School  
Staff: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_