



“Bringing Learning to Life”

A.J. Elliott Elementary

SCHOOL PLAN 2020-2021



Principal: **Melody Watson**
Submitted: **June 15, 2020**

Introduction – School Context

School Mission Statement

We Know. We Can. We Care.

As a school community, we strive to enrich life's learning and celebrate the successes of each student as they develop their academic, cultural, athletic, and social skills. The strength of the school is the sense of family and community allowing each child to reach their full potential in a safe and caring environment.

School Context

A.J. Elliott is a K to 7 school located in the community of Sointula on Malcolm Island, which is serviced by a ferry from Port McNeill.

Enrolment for the 2020-2021 school year is 35 students from kindergarten to grade 7. We have a K/1/2/3 class and a 4/5/6/7 class.

Currently, 46% of our students are of Aboriginal ancestry. A significant number of these students are in care.

We are staffed at 3.00 FTE teachers for the 2020-2021 school year. We also have an Education Assistant position, a part time First Nations Education Assistant position, and a 5-hour CYCW position. The principal position (0.25 FTE) is combined with a classroom-teaching role, which allows the school to have consistent on-site leadership. The school also has a secretary/library clerk who has 24 hours secretarial and 2 hours in the library each week.

The school is an important part of the community. Community support can be seen by the turn out to concerts, science fair, performances, cross country, the Loonie Auction, and other school events. Over the years, several different community groups have used the gymnasium for various sporting activities in the evenings. Preschoolers have also used the school gym for a community drop in time. The school has a reciprocal agreement with the Sointula Recreation Association and welcomes other groups to apply to use our facilities. It should also be noted, that most of our weekly volunteers are community members who don't have children in the school. We have dedicated volunteers who listen to children read, help with math, and assist with music. We would also like to recognize our local Co-op store, the Sointula Recreation Association, and the Sointula Community Garden for their generous support of our soup program.

A.J. Elliott has a strong and very supportive PAC. They have fundraised to provide many opportunities to students in our small school. Supports include: technology, purchasing online math programs for every student in the school, supporting field trips, primary swimming lessons, fundraising for week long musical theatre experiences with Missoula Children's Theatre, learning resources, and providing each classroom with funds to purchase materials that support student learning. The PAC also raised funds for new playground equipment four years ago. Our PAC also helps out at events such as the District

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Cross Country meet and school science fair and has a strong voice on the District PAC.

It is difficult to share assessment data for comparison or trends over time when data often needs to be masked at each grade level due to the low numbers of students in each grade. This is addressed by grouping primary and intermediate student results for public online documentation and by providing individual assessment data directly to the board.

Summary of Student Body Assets

A.J. Elliott School has a strong feeling of family as a result of its small size, multi-aged groupings, and the frequency with which students take part in whole-school activities and celebrations. Students of all ages can be seen playing together at recess and lunch often creating and modifying games so that kindergartens and grade sevens can play alongside each other. Older students can often be seen turning rope for younger students, pushing them on the swings, or teaching them a game. Buddy Reading is enjoyed and looked forward to by our students each week. The students are also encouraged to take leadership roles from a young age in our multi-age classrooms. Intermediate students also help with lunch monitoring, events like Ready Set Learn, and have done a wonderful job of running Student Council each year. Our Student Council takes on planning and hosting many student activities and celebrations throughout the year such as: Earth Day, Halloween, Christmas, Valentine's Day, Easter, Remembrance Day, and several themed fun days. Our annual Christmas Celebration is quite unique. The students take charge and decide what they would like to share with their families and the community. The audience is treated to such acts as poetry, songs, dance, piano, and ukulele. Three or four generations of families often turn out to events at the school adding to the community spirit and support that can be felt throughout the building.

Students at A.J. Elliott are active physically, and are encouraged to take part in sporting events. Staff and parents from other schools involved with District events have consistently commented on the polite and well-mannered nature of our group. The students also have a close relationship to nature and connection to the outdoors. All enjoy the forest, our "million dollar playground", and students also enjoy trips to the beach, community garden, and local trails.

A particular strength of the students at A.J. Elliott is their writing. All students have work published in the school's bimonthly anthology, "The Eagle". The Eagle is distributed to all members of the community, and staff and students are constantly receiving positive feedback about it from community members.

Another strength that should be noted is the students' love of math. With a focus on math the last seven years the students have developed excellent number sense and problem solving skills. We want all students to see themselves as confident mathematicians.

Students are engaged in dynamic sciences instruction, and each year all students in the school participate in the school Science Fair. Several students also participate in the Regional Science Fair each year and we have had one student go on to the Canada Wide Science Fair. Intermediate students participated in the District STEM day for the five years it was run; being recognized as top school three times.

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Our students are enthusiastic about taking advantage of opportunities made available to them such as: beach/community clean-ups, recycling, Missoula Children's Theatre, soup program, fruit and vegetable program, various clubs and teams, field trips (Alert Bay, Hanson Island, Camp Homewood, Victoria, swimming, whole-school Mt. Cain trip, whale watching, skating, team sporting events, etc.), visits from elders, and language and cultural activities.

Reading

- 82% of grade 1/2/3 students are fully meeting or exceeding the District PM Benchmark expectations
- 91% of students in grades 3 to 7 are fully meeting or exceeding expectations on the DART (2018/2019)

Writing

- 94% of grade 1/2/3 students are approaching, meeting, or exceeding expectations on the spring school wide write (88% are fully meeting or exceeding) (2018/2019)
- 93% of intermediate students are approaching, meeting, or exceeding expectations on the spring school wide write (67% are fully meeting or exceeding) (2018/2019)

Math

- 80% of students in grades 2/3 are exceeding expectations on the DMA (2018/2019)
- 87% of students in grades 4/5/6/7 are fully meeting or exceeding expectations on the DMA (2018/2019)

*2018/2019 data is due to the COVID-19 pandemic which resulted in online instruction from spring break on in the 2019/2020 school year

Summary of Student Body Needs

Reading

-9% are not yet meeting the District PM Benchmark expectations
-10% of our grade 3-7 students are approaching or not yet meeting expectations on the DART assessment (2018/2019)

Although our reading data is strong, we know that there is always work to be done to support our learners. For those students approaching expectations or not yet meeting expectations, tier 2 and 3 interventions are put into place and we all work to support the children in closing those gaps. We work as a team to improve and target our instruction so that we can support all students in achieving their learning goals. Students also receive support from our reading volunteers and get help from older buddies during weekly buddy reading time.

We also continue to focus on comprehension and the demonstration of the understanding of what has been read. We see a continued need to spend more time working with non-fiction texts. We use non-fiction for read alouds, encourage students to read non-fiction texts during self-selected reading time, and teach non-fiction strategy lessons. We will continue our work using the Performance Standards and student exemplars to assist our students to self assess and set goals.

Writing

-12% of primary students were approaching or not yet meeting expectations on the spring school wide write (2018/2019)

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-7% of intermediate students were not yet meeting expectations and 27% were approaching expectations on the spring school wide write (2018/2019)

The writing assessment data indicates that most of our students are confident writers, but we feel that more work with the Performance Standards and exemplars of student work will help all of our students to improve their writing skills. We will focus on teaching skills (craft and conventions) in the context of real writing. We will also continue to use prewriting activities to help students organize and plan before writing. Those students not yet meeting expectations will receive tiered RTI support. We will continue to have school wide writes three times next year, once each term.

Numeracy

-84% of grade 2-7 students are fully meeting or exceeding expectations on the District Math Assessment (12% are approaching expectations and 4% are not yet meeting expectations). (2018/2019)

Although our students are doing very well in math we know that they will need to be prepared for higher levels of math thinking and understanding. To support this need our math targets will reflect a focus on improved number sense and problem solving. Our Inquiry Project addresses these needs.

Student Perception and Self-Assessment of Achievement

With continued focus on formative assessment and changes to the way we communicate student learning, we noticed improved BCED Satisfaction Survey results for students in grades 4 and 7 in regards to the progress they are making in math, reading, and writing.

Our staff will continue our professional learning around formative assessment. Teachers will share learning intentions with students, share or co-construct success criteria, use descriptive feedback, and engage students in peer and self assessment of their learning. We will also continue to communicate student learning through portfolios, student self-assessment, and collaborative goal setting with families. Students also share their learning through FreshGrade digital portfolios. These portfolios are used as a formative assessment tool and to communicate student learning to parents.

Due to the unusual circumstances surrounding the 2019/2020 school year and the COVID-19 pandemic we have noted that there may be more counseling needs this coming school year. Some students and families may require extra support.

*2018/2019 data is due to the COVID-19 pandemic which resulted in online instruction from spring break on in the 2019/2020 school year

Section 1 – Student Achievement Profile

| Benchmarks: | | | | |
|-------------|-----------------------------|------------------------------------|--------------------------|----------------------|
| | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
| Grades 1-3 | 0/9 (0%) | 2/9 (22%) | 4/9 (44%) | 3/9 (33%) |

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| | | | | |
|-------------------------|------------|------------|------------|------------|
| 2014/2015 | | | | |
| Grades 1-3 2015/2016 | 2/12 (17%) | 2/12 (17%) | 4/12 (33%) | 4/12 (33%) |
| Grades 1-3 2016/2017 | 6/15 (40%) | 2/15 (13%) | 3/15 (20%) | 4/15 (27%) |
| Grades 1-3 2017/2018 | 1/15 (7%) | 3/15 (20%) | 5/15 (33%) | 6/15 (40%) |
| Grades 1-3 2018/2019 | 2/16 (13%) | 0/16 | 9/16 (56%) | 5/16 (31%) |
| Grades 1-3 2019/2020 | 1/11 (9%) | 1/11 (9%) | 4/11 (36%) | 5/11(45%) |

| | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
|---|---------------|-----------|--------------|-----------|-----------|
| Grade 1- Fully Meeting or Exceeding | Masked | 1/7 (14%) | Masked | 5/6 (83%) | Masked |
| Grade 2- Fully Meeting or Exceeding | 5/5 (100%) | Masked | 5/7 (71%) | Masked | 4/5 |
| Grade 3- Fully Meeting or Exceeding | Masked | 3/5 (60%) | 4/5 (80%) | 6/7 (86%) | Masked |

DMA:

| | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations | Excused |
|-------------------------|-----------------------------------|---|-----------------------------|-------------------------|---|
| Grades 2-3 2014/2015 | Masked | Masked | Masked | Masked | |
| Grades 2-3 2015/2016 | 1/8 (13%) | 0/8 | 4/8 (50%) | 3/8 (38%) | |
| Grades 2-3 2016/2017 | 0 | 0 | 2/8 (25%) | 6/8 (75%) | 1 grade 1 wrote GR.2 EE result not incl. |
| Grades 2-3 2017/2018 | 0 | 2/12 (17%) | 1/12 (8%) | 9/12 (75%) | 1 grade 2 wrote GR.3 |
| Grades 2-3 2018/2019 | 1/10 (10%) | 1/10 (10%) | 0/10 | 8/10 (80%) | 1 grade 3 wrote grade 4 EE |
| Grades 2-3 2019/2020 | n/a online school | n/a online school | n/a online school | n/a online school | |

| | | | | | |
|--|---------|-------|-------------|---------|---------|
| | Not Yet | Meets | Fully Meets | Exceeds | Excused |
|--|---------|-------|-------------|---------|---------|

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| | Within Expectations | Expectations (Minimal Level) | Expectations | Expectations | |
|-------------------------|----------------------|------------------------------|----------------------|----------------------|--|
| Grades 4-7 2014/2015 | 2/26 (8%) | 3/26 (12%) | 17/26 (65%) | 4/26 (15%) | *2 wrote above gr lvl EE |
| Grades 4-7 2015/2016 | 1/21 (5%) | 6/21 (29%) | 13/21 (62%) | 1/21 (5%) | *1 Gr. 5 wrote Gr. 7 EE |
| Grades 4-7 2016/2017 | 0 | 5/20 (25%) | 8/20 (40%) | 7/20 (35%) | *1 Gr. 6 wrote Gr. 8 EE * 1 excused in hospital |
| Grades 4-7 2017/2018 | 2/24 (8%) | 3/24 (13%) | 9/24 (38%) | 9/24 (38%) | * 1 excused A design. * 1 gr7 wrote gr 9 EE |
| Grades 4-7 2018/2019 | 0/15 | 2/15 (13%) | 6/15 (40%) | 7/15 (47%) | |
| Grades 4-7 2019/2020 | n/a online school | n/a online school | n/a online school | n/a online school | |

| | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
|-------------------------------------|------------|------------|--|------------|----------------------|
| Grade 2- Fully Meeting or Exceeding | 5/5 (100%) | Masked | 5/7 (71%) | Masked | n/a online school |
| Grade 3- Fully Meeting or Exceeding | Masked | 5/5 (100%) | 5/5 (100%) | 5/7 (71%) | n/a online school |
| Grade 4- Fully Meeting or Exceeding | Masked | Masked | 5/5 (100%) | Masked | n/a online school |
| Grade 5- Fully Meeting or Exceeding | 5/7 (71%) | Masked | Masked | 5/5 (100%) | n/a online school |
| Grade 6- Fully Meeting or Exceeding | 2/5 (40%) | 6/8 (75%) | 3/5 (60%) | Masked | n/a online school |
| Grade 7- Fully Meeting or Exceeding | 5/6 (83%) | 4/6 (67%) | 7/9 (78%) * 1 excused A designation | Masked | n/a online school |

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School-Wide Writes:

| | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations | Excused |
|-------------------------|-----------------------------|------------------------------------|--------------------------|----------------------|---------|
| Grades 1-3 2014/2015 | 0/9 (0%) | 1/9 (11%) | 7/9 (78%) | 1/9 (11%) | 0 |
| Grades 1-3 2015/2016 | 0/12 (0%) | 3/12 (25%) | 6/12 (50%) | 3/12 (25%) | 0 |
| Grades 1-3 2016/2017 | 3/15 (20%) | 3/15 (20%) | 5/15 (33%) | 4/15 (27%) | 0 |
| Grades 1-3 2017/2018 | 0/15 | 3/15 (20%) | 7/15 (47%) | 5/15 (33%) | 0 |
| Grades 1-3 2018/2019 | 1/16 (6%) | 1/16 (6%) | 7/16 (44%) | 7/16 (44%) | |
| Grades 1-3 2019/2020 | n/a online school | n/a online school | n/a online school | n/a online school | |

| | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations | Excused |
|-------------------------|-----------------------------|------------------------------------|--------------------------|----------------------|---------------------------------|
| Grades 4-7 2014/2015 | 2/26 (7%) | 4/26 (15%) | 14/26 (56%) | 6/26 (23%) | 0 |
| Grades 4-7 2015/2016 | 3/12 (14%) | 6/21 (29%) | 9/21 (43%) | 3/21 (14%) | 0 |
| Grades 4-7 2016/2017 | 1/20 (5%) | 8/20 (40%) | 8/20 (40%) | 3/20 (15%) | * 1 excused in hospital |
| Grade 4-7 2017/2018 | 1/24(4%) | 3/24 (13%) | 9/24 (38%) | 10/24 (42%) | * 1 excused A designation |
| Grade 4-7 2018/2019 | 1/15 (7%) | 4/15 (27%) | 5/15 (33%) | 5/15 (33%) | 1 excused A designation |
| Grades 4-7 2019/2020 | n/a online school | n/a online school | n/a online school | n/a online school | |

| | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
|--|-----------|-----------|-----------|-----------|----------------------|
| Grade 1- Fully Meeting or Exceeding | Masked | 2/7 (29%) | Masked | 5/6 (83%) | n/a online school |
| Grade 2- | | | | | |

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| | | | | | |
|-------------------------------------|------------|-----------|---------------------------------------|-----------|----------------------|
| Fully Meeting or Exceeding | 5/5 (100%) | Masked | 4/7 (57%) | Masked | n/a online school |
| Grade 3- Fully Meeting or Exceeding | Masked | 4/5 (80%) | 5/5 (100%) | 6/7 (86%) | n/a online school |
| Grade 4- Fully Meeting or Exceeding | Masked | Masked | 5/5 (100%) | Masked | n/a online school |
| Grade 5- Fully Meeting or Exceeding | 4/7 (57%) | Masked | Masked | 3/5 (60%) | n/a online school |
| Grade 6- Fully Meeting or Exceeding | 1/5 (20%) | 3/8 (38%) | 4/5 (80%) | Masked | n/a online school |
| Grade 7- Fully Meeting or Exceeding | 5/6 (83%) | 3/6 (50%) | 8/9 (89%) *1 excused A designation | Masked | n/a online school |

DART:

| | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations | Excused |
|----------------------|-----------------------------|------------------------------------|--------------------------|----------------------|-------------------------|
| Grades 3-7 2014/2015 | 0 | 7/28 (25%) | 15/28 (54%) | 6/28 (21%) | |
| Grades 3-7 2015/2016 | 2/24 (8%) | 8/24 (33%) | 9/24 (38%) | 5/24 (21%) | |
| Grades 3-7 2016/2017 | 0 | 7/25 (28%) | 11/25 (44%) | 7/25 (28%) | 1 excused in hospital |
| Grades 3-7 2017-2018 | 0 | 1/29 (3%) | 17/29 (59%) | 10/29 (34%) | 1 excused A designation |
| Grades 3-7 2018-2019 | 1/22 (5%) | 1/22 (5%) | 13/22 (59%) | 7/22 (32%) | 1 excused A designation |
| Grades 3-7 2019/2020 | n/a online school | n/a online school | n/a online school | n/a online school | |

| | | | | | |
|----------|-----------|-----------|-----------|-----------|-----------|
| | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
| Grade 3- | | | | | |

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| | | | | | |
|-------------------------------------|------------|-----------|--------------------------|-----------|----------------------|
| Fully Meeting or Exceeding | Masked | 4/5 (80%) | 5/5 (100%) | 6/7 | n/a online school |
| Grade 4- Fully Meeting or Exceeding | Masked | Masked | 4/5 (80%) | Masked | n/a online school |
| Grade 5- Fully Meeting or Exceeding | 3/7 (43%) | Masked | Masked | 4/5 (80%) | n/a online school |
| Grade 6- Fully Meeting or Exceeding | 2/5 (40%) | 6/8 (75%) | 5/5 (100%) | Masked | n/a online school |
| Grade 7- Fully Meeting or Exceeding | 6/6 (100%) | 3/6 (50%) | 9/9 (100%) *1 excused | Masked | n/a online school |

Grade Level Reading Profile (District Provided):

FSA:

| Grade 4/7 2014/2015 | | Not Yet Meeting Expectations | Meeting Expectations | Exceeding Expectations | Excused |
|-------------------------------|---------|------------------------------|----------------------|------------------------|---------|
| Reading | Grade 4 | 3/6 | 1/6 | 2/6 | |
| | Grade 7 | 1/7 | 4/7 | 2/7 | |
| Writing | Grade 4 | 1/6 | 3/6 | 2/6 | |
| | Grade 7 | 0/7 | 6/7 | 1/7 | |
| Numeracy | Grade 4 | 0/6 | 4/6 | 2/6 | |
| | Grade 7 | 2/7 | 5/7 | 0/7 | |

| Grade 4/7 Combined 2015/2016 | | Not Yet Meeting Expectations | Meeting Expectations | Exceeding Expectations | Excused |
|--|--|------------------------------|----------------------|------------------------|---------|
| Reading | | 0/9 | 7/9 | 2/9 | |
| Writing | | 1/9 | 8/9 | 0/9 | |
| Numeracy | | 2/9 | 7/9 | 0/9 | |

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| Grade 4/7 Combined 2016/2017 | Not Yet Meeting Expectations | Meeting Expectations | Exceeding Expectations | Excused |
|--|------------------------------|----------------------|------------------------|---------|
| Reading | 2/10 | 7/10 | 1/10 | |
| Writing | 1/10 | 9/10 | 0/10 | |
| Numeracy | 2/10 | 8/10 | 0/10 | |

| Grade 4/7 Combined 2017/2018 | Emerging | On Track | Extending | Excused |
|--|----------|----------|-----------|---------|
| Reading | 3/14 | 10/14 | 1/14 | 1 |
| Writing | 1/14 | 12/14 | 1/14 | 1 |
| Numeracy | 2/14 | 9/14 | 3/14 | 1 |

| Grade 4/7 Combined 2018/2019 | Emerging | On Track | Extending | Excused |
|--|----------|----------|-----------|---------|
| Reading | 0/8 | 6/8 | 2/8 | |
| Writing | 0/8 | 7/8 | 1/8 | |
| Numeracy | 1/8 | 4/8 | 3/8 | |

| Grade 4/7 Combined 2019/2020 | Emerging | On Track | Extending | Excused |
|--|----------|----------|-----------|---------|
| Reading | 1/9 | 5/9 | 2/9 | 1 |
| Writing | 0/9 | 6/9 | 2/9 | 1 |
| Numeracy | 1/9 | 3/9 | 4/9 | 1 |

FSA Reading

| | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
|-------------------------------|------------|-----------|-----------|-----------|-----------|
| Grade 4- Meeting or Exceeding | Masked | Masked | 4/5 | Masked | 5/7 |
| Grade 7- Meeting or Exceeding | 6/6 (100%) | 5/7 (71%) | 7/9 | Masked | Masked |

FSA Writing

| | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 4- Meeting or Exceeding | Masked | Masked | 4/5 | Masked | 6/7 |
| Grade 7- Meeting or Exceeding | 6/6 | 6/7 (86%) | 9/9 | Masked | Masked |

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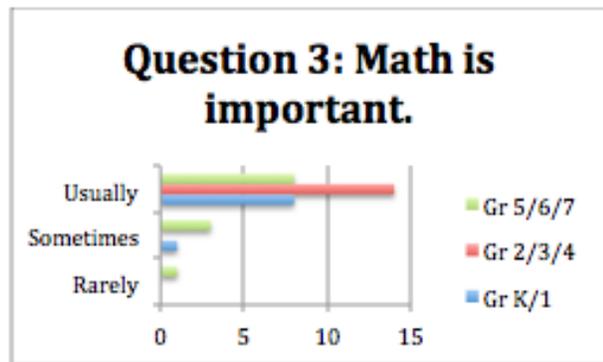
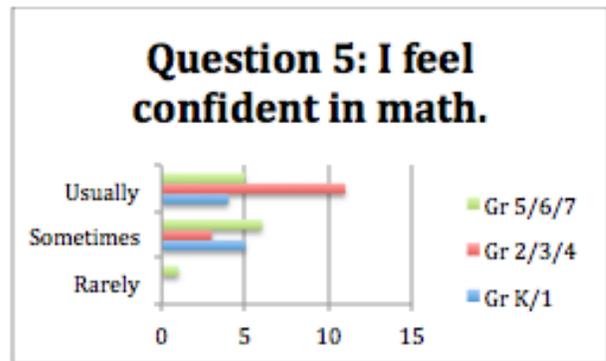
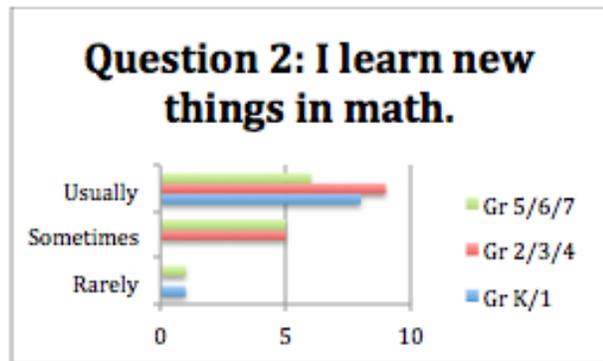
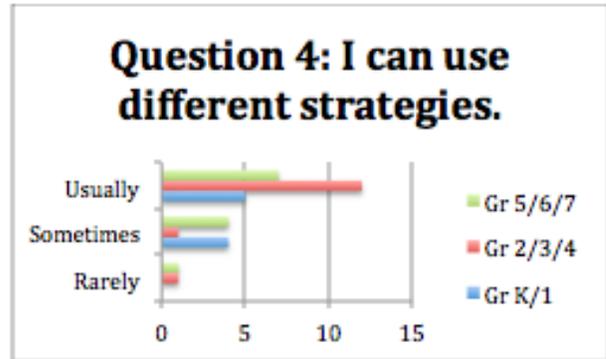
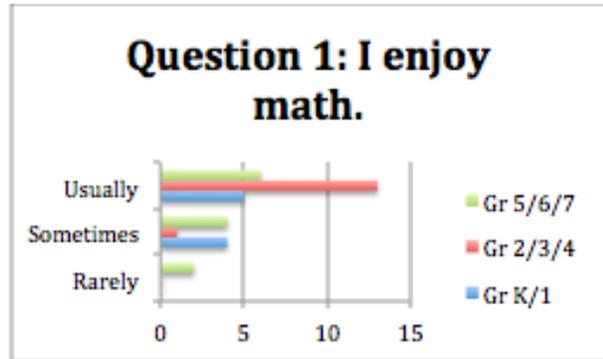
| | | | | | |
|--|--------|--|--|--|--|
| | (100%) | | | | |
|--|--------|--|--|--|--|

FSA Numeracy

| | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 4- Meeting or Exceeding | Masked | Masked | 5/5 | Masked | 5/7 |
| Grade 7- Meeting or Exceeding | 5/6 (83%) | 5/7 (71%) | 7/9 | Masked | Masked |

School Selected Additional:

Student Confidence/Attitude Survey- Spring 2019



Section 2 – Professional Inquiry

School Inquiry Project Application (2020/2021)

1. **School:** A.J. Elliott Elementary

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?

Successes:

- Students like math
- Students have good number sense
- Students do well on math assessments
- We work as a team to support all students and really know our learners
- Families are keen and interested to learn math strategies and support their children

Challenges:

- Exposure to different experiences/cultures
- Awareness of the world views/perspectives
- Transitioning to the high school (changes in the way math is taught as well as going from a very small school to a much larger one and the challenges that come along with that)
- Infusing First Peoples’ culture in math in particular has been challenging
- Supporting families with strategies that they aren’t familiar with so that they can support their children at home

Achievement Evidence and Data:

- We use: the DMA, our own Supplementary Math assessment (basic facts, How Many Ways, and Problem Posing), an Attitude/Confidence survey we developed, and the FSA as data. We will modify our current survey to include our new focus so that we can gather baseline data.
- We also use: DreamBox (K-3) and Mathletics (grades 4-7) online math programs that give teachers assessment data, minute-by-minute formative assessment, three-way conferences, and documentation on learning through portfolio assessment

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?

Incorporating more place-based learning and culture into math

- Incorporating First Peoples’ worldview and perspectives to make connections to mathematical concepts
- Engaging in problem solving experiences that are connected to place, story, cultural practices, and perspectives relative to Local First Peoples communities, the local community, and other cultures

Transitioning from grade 7 to high school (cont’d)

- We would like to continue to find ways to work with the teachers at the high school to make the transition between grade 7 and 8 smoother and help our students to be confident and successful math

students at the high school.

Supporting families (cont'd)

•Based on the success of a family math session we held, we would like to have more sessions for parents and their children to share/teach parents the strategies their children are using at school. These are hands-on sessions for parents and their children with families taking away strategies and games they can use at home.

Mindset (cont'd)

•Continuing to develop mathematical growth mindsets-Students, staff and families need to see themselves as mathematicians. They need to believe that they can be successful and that they are “math people”.

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)

- We find it more challenging to incorporate First Peoples’ culture into math than the other subject areas
- The new curriculum, and our District and personal philosophies, recognize the importance of integrating First Peoples’ culture into all aspects of the curriculum
- We have a fairly high percentage of self-declaring aboriginal students, but we lack local resources and elders to draw on for support
- Some students from our small school find the transition to the high school in Port McNeill challenging
- Specific teaching around mindsets continues to be needed for students, staff, and families to see themselves as mathematicians and believe they can be successful (this will transfer into all areas, not just math)
- Many parents have expressed a desire to learn more about the way their children are learning math so that they can better support them

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?

- Seek out and collect culturally appropriate ways to incorporate First Peoples’ culture into math, as well as other place-based opportunities for teaching math and the exploration of other cultures as well
- Connect with Elders, other schools in our District, U’Mista, possibly other schools in the province
- Continue work with Cynthia Nicol that began in the 2019/2020 school year

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**)

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

- Staff self-assessment-all staff will complete the Indigenous Understanding Learning Progression Rubric (adding a row to include level of incorporation into lessons) at the beginning and the end of the year as a self-reflection/assessment (original rubric created by SD68)
- Staff will brainstorm themes/ideas (create a data bank of lessons/resources)
- Teachers’ year plans will reflect our focus
- Staff will participate in professional development
- Staff will participate in monthly staff meeting discussion/sharing

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- Staff will reach out to First Peoples community members from our area and beyond
- Teachers will intentionally plan lessons to incorporate First Peoples culture (and other cultures) into math lessons
- As a staff we will connect and share with others in our District and beyond
- We will incorporate First Peoples themed activities into our annual Family Math Night

6. **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?*

- Formal/informal assessments/reflections after themes/topics
- Continue to use DMA and Supplementary Assessment
- Use problem solving in projects, assess with criteria/rubric
- Staff meeting check-ins/sharing
- Ongoing additions to the database we will create
- Staff self-assessment-all staff will complete the Indigenous Understanding Learning Progression Rubric (adding a row to include level of incorporation into lessons) at the beginning and the end of the year as a self-reflection/assessment (original rubric created by SD68)

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Section 3 – Focus on Learning

| Summary of Priorities based on selected data | | | | | | |
|--|-------------------------|--|---|---|--|---|
| 1. Student Learning | Target | Interventions/Actions | 2. Professional Learning/Supports | Monitoring Plan | 3. Roles and Responsibilities | 4. Resources |
| Grade K-5 Grade Level Reading | All (K-7, not just K-5) | <ul style="list-style-type: none"> -Increased individualized reading opportunities ensuring students are reading “good fit” books -Targeted reading instruction guided by formative assessment -Daily 5 framework in some classrooms -CAFE strategies (Comprehension, Accuracy, Fluency, Expand Vocabulary) in some classrooms -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) -Targeted support (RTI tier 1, tier 2, tier 3) | <ul style="list-style-type: none"> -Targeted EA time -LA/RT support -RTI -Bi-Monthly SBT meetings -Increased use of formative assessment | <ul style="list-style-type: none"> -Ongoing benchmarking -Recording of regular conferring sessions with each child (identifying strengths, areas for growth, goals, strategies to be focused on, progress made, etc.) -Ongoing formative assessment to determine next steps for instruction -DART assessment fall and spring grade 3-7 -Performance Standards used with students -Item at staff meetings -Bi-Monthly SBT meetings -Jerry Johns -Reading Strategy/Profile meetings with AO and superintendent -Portfolio assessment -RAZ-Kids -Dolch sight words | <ul style="list-style-type: none"> -Teachers to be well versed in the use of formative assessment (sharing learning intentions, co-constructing success criteria, engineering effective classroom learning opportunities, providing feedback, peer and self assessment, etc.) -Teachers will use RTI to support all students -Teachers will identify instructional and formative assessment plans for all students reading below grade level expectations and will revisit and revise as progress is made -Teachers will have a system for tracking conferring sessions (strengths, strategies being used, goals, etc.) -Students will regularly self-assess, monitor their progress, and adjust and make new goals with teacher guidance -Ongoing benchmarking reviewed each term by AO and teacher -Support staff to use common language and consistent program delivery -Three-way conferencing | <ul style="list-style-type: none"> -Daily 5 and CAFÉ- Gail Boushey and Joan Moser -DART -Performance Standards -PM Benchmarks -Reading A-Z -Leveled readers -Jerry Johns -Comprehension Card Sets for intermediate students -Reaching Readers -Read Write Think.org -Read.org -Edmark -Reading Intervention Binder 1 & 2 -4 Blocks -“Good Fit” books -Jolly Phonics -Dolch sight words |
| Grade Level Writing | All | <ul style="list-style-type: none"> -Targeted writing instruction guided by formative assessment -Students will use Performance Standards and student exemplars to self assess and set goals -Increased individualized writing opportunities -Peer editing opportunities -Teaching of craft and | <ul style="list-style-type: none"> -Targeted EA time -LA/RT support -RTI -Bi-Monthly SBT meetings -Increased use of formative assessment | <ul style="list-style-type: none"> -Recording of regular conferring sessions with each child (identifying strengths, areas for growth, goals, strategies to be focused on, progress made, etc.) -Ongoing formative assessment to determine next steps for instruction -School-wide write 3 times each year | <ul style="list-style-type: none"> -Teachers to be well versed in the use of formative assessment (sharing learning intentions, co-constructing success criteria, engineering effective classroom learning opportunities, providing feedback, peer and self assessment, etc.) -Teachers will identify instructional and formative assessment plans for all students writing below grade level expectations and will revisit and revise as progress is made -Teachers will use RTI to support all students | <ul style="list-style-type: none"> -6+1 Traits (voice, organization, ideas, conventions, excellent word choice, sentence fluency) -Craft Lessons for Fiction and Non-fiction (Fletcher) -Performance Standards and exemplars |

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|----------------------------------|-----|---|--|---|--|--|
| | | <p>conventions mini-lessons in the context of real writing</p> <ul style="list-style-type: none"> -One on one conferring with all students regularly (students identify strengths as writers, goal setting, monitor progress) -Targeted support (RTI tier 1, tier 2, tier 3) | | <ul style="list-style-type: none"> -Performance standards used with students -Item at Staff Meetings -Bi-Monthly SBT meetings -Peer and self-assessment -Portfolios to show growth | <ul style="list-style-type: none"> -Teachers to have a system for tracking conferring sessions (strengths, areas for 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 -Support staff to use common language and consistent program delivery -Students will regularly self-assess, monitor their progress, and adjust and make new goals with teacher guidance -Three way conferencing | <ul style="list-style-type: none"> -McCracken spelling program -Apps (Simplex spelling, sight words, Word Wizard, etc.) -Graphic organizers -Readwritethink.org -Spellingcity.com |
| Number Sense and Problem Solving | All | <ul style="list-style-type: none"> -Inquiry Project -Targeted math instruction guided by formative assessment -Explicit teaching of problem solving strategies -Increased use of problem based instruction -Concepts taught cyclically instead of in units -Self-assessment -Goal setting -Multi-level problems and tasks -3 Act Math Tasks -Estimation 180 -Estimysteries -Splat -Student written problems -Mastery of basic facts using All the Facts (Calkins) -Mastery of the Basics (Calkins) -Targeted support (tier 1, tier 2, tier 3) | <ul style="list-style-type: none"> -Professional learning through in-service, staff meeting professional growth time, and collaboration -Release time for collaboration -RTI -Targeted SEA time -LA/RT support -Increased use of formative assessment -Mathematical Mindsets-Jo Boaler -How to Learn Math courses Stanford -Cynthia Nicol UBC | <ul style="list-style-type: none"> -Ongoing formative assessment to determine next steps for instruction -Monthly discussion on staff meeting agenda -DMA -School-wide supplementary assessment (basic facts, How Many Ways, problem posing) -Performance standards used with students -Concept checklists (Calkins) -Problem Posing and Solving rubrics -Tracking of basic fact mastery -Portfolio assessment | <ul style="list-style-type: none"> -Math will be taught cyclically -Instruction will be individualized meeting the needs of all learners -Teachers and support staff to attend in-service -Support staff- common language and consistent program delivery -Principal to facilitate discussion at staff meeting, order resources, provide time for collaboration, and arrange for in-service -Teachers to use formative assessment to continually inform instruction, provide feedback, monitor progress, goal set, etc. -Teachers to keep record of basic fact mastery, Mastery of the Basics, problem posing and solving, How Many Ways, etc. -Teachers to use supplementary math assessment -Students will regularly self-assess, monitor their progress, and adjust and make new goals with teacher guidance -Teachers will use "4 Key Questions" for math throughout the year -Three way conferencing | <ul style="list-style-type: none"> -DMA -Supplementary math assessment -Professional resources (Marian Small, Trevor Calkins, Kim Sutton, etc.) -3 Act Math Tasks -Estimation 180 -Estimysteries -Splat -DreamBox -Mathletics -Performance Standards -Rubrics (Calkins) -Math Makes Sense -Math Student Resource (in progress) -How to Learn Math courses Stanford |

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Additional School Goals (Optional)

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|--------------|
| Goal #1 • |
| Goal #2 • |

School Name: A.J. Elliott Elementary
School Year: 2020-2021
Date of Plan: June 15, 2020

Ratified by School
Staff: _____

Signature of Principal: _____