



“Bringing Learning to Life”

Eagle View Elementary

SCHOOL PLAN

2020-2021

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL



Submitted: June 12, 2020

Principal: Ms. Jillian Walkus

Introduction – School Context

School Mission Statement

“The aim of the educational process at Eagle View Elementary School is to promote partnerships between parents, staff and children that encourage intellectual, physical, social, emotional and aesthetic growth, leading to life-long learning.”

School Context

Eagle View Elementary School (EVES) is a large elementary school in School District 85. It is located in Port Hardy, a small town of about 4000 people on the Northern tip of Vancouver Island. Eagle View has a relatively stable population with 220 students currently enrolled in full-day Kindergarten through Grade 7. We have a strong First Nations presence in our school, with approximately 37% of our student population identifying as Aboriginal.

Eagle View consists of one main building oriented around a central learning commons with a primary wing, intermediate wing and connecting hallway. We have a well maintained gymnasium, multi-purpose room and mezzanine, which is used by our Culture and Language Program. There is also space for counselling, a social emotional support zone, intervention zone for wrap around services, and learning zones for academic supports. Our school grounds are well equipped with playground equipment, covered areas, a sports field and a basketball court. Due to our proximity with nature, Eagle View also makes use of an outdoor classroom and a traditional foods and medicines interpretive trail.

EVES parent involvement through our Parent Advisory Committee is also quite strong. Volunteers help to support our students through our breakfast and hot lunch programs, fundraising, classroom volunteers, and athletic coaching. Eagle View remains focused on high quality instructional practice, improved student engagement, developing respect and empathy while maintaining high expectations for all.

Summary of Student Body Assets

Eagle View is a school where students bring a wealth of prior knowledge through cultural and personal experiences. Through carefully orchestrated and intentionally planned project based learning challenges, students at Eagle View make meaningful and relevant connections across the curriculum

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

and in community. Our school vision includes staff accepting professional responsibility for the success of all learners; engaging them in ways that provide dignity, purpose and options throughout. With intentional scheduling, classroom teachers provide targeted interventions to support the needs of a range of learners from their classroom students. These interventions are further supported by English Language Learning (ELL), Primary and Intermediate departments, and a strong School-Based team. Our ELL program provides supports and services that enable students to develop their language and literacy skills, to achieve the expected learning outcomes of the provincial curriculum and to become capable young people thriving in our diverse society. Our Learning Assistance Resource Teachers work collaboratively with classroom teachers in developing a co-teaching/co-planning model to support designated learners. Early intervention and primary guided reading groups are supported by our Learning Assistance Resource team, our English Language Learning teacher and our First Nations support staff. Intervention is a primary focus of both the Primary and Intermediate Instruction teams. Teams of leveled cohorts meet monthly, follow the ‘teachers helping teachers’ model and resolve many challenges for learners at the classroom level, enabling students with more complex learning needs to be addressed by the School Based Team. Intensive intervention services available for learners are accessed through SD85 and community partners including, Counselling, Speech and Language Therapy, Physio/Occupational Therapy as well as Behavioural Consulting Services.

All students benefit from the presence of First Nations culture, language and traditions at EVES. Professional practice at Eagle View embeds the goals of the SD85 Aboriginal Enhancement Agreement and the First Peoples Principles of Learning. Eagle View places a high value on the knowledge that students bring with them and seeks to connect this knowledge with in-class learning. First Nations Language and Culture programs enable all students to deepen their knowledge of local indigenous culture and traditional ways. Our annual Yaxwatlan’s (Play Potlatch) is a whole school event that the Eagle View learning community has the privilege of experiencing as learners and hosts. The strict potlatch protocols and serious nature of the tradition are conveyed to all who participate and witness. For Eagle View staff and students the event is a way to demonstrate all learners’ acquisition of Kwakwa’wakw traditional practices including songs, dances, and language in addition to the cultural values of generosity and ways of being.

Students at Eagle View are involved with learning experiences in the building, around the district and in community. Transition activities for Grade 7 students occur regularly throughout the year with Port Hardy Secondary School; connections with high school staff in the areas of athletics, mental health and wellness, the trades, and French language provide transitioning students with a breadth of curricular

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

experiences. Students regularly participate in a variety of district initiatives such as Science Fair, Outdoor Education opportunities, and sporting challenges. With the continuation of project-based learning initiatives, students and staff are expected to make cross curricular and community related connections in their learning. Cedar weaving and button blanket making is a natural way to integrate local ways of knowing and doing into the Applied Design, Skills and Technologies (ADST) curriculum and increase our school's 'Treasure Box' of regalia. A strong relationship with the Grassroots Garden Society enables our school to learn about local flora, fauna and integrate cross-curricular learning outcomes to projects that are beneficial to our community. Our outdoor Kindergarten program provides experiences for children to learn through inquiry, nature-based play and exploration in the surrounding forest and beaches. As children play, they extend their understanding of themselves and their relationship to the world. Outdoor learning is an excellent self-regulation activity as it naturally allows children to experience different sensory input, moving and climbing, playing games where they have to learn to wait and turn-take, to follow basic rules and sometimes to tolerate losing as well as experiencing the excitement of winning a game! An inherent program goal is to nurture a love of the environment and a passion for being stewards of our natural surroundings.

Student agency in the organization, planning and delivery of Eagle View programs provides leadership opportunities for learners of our community. A School Leadership team is created each year for students in grade 6 and 7. Meeting once weekly for lunch, these students have the opportunity to give feedback regarding school initiatives as well as plan and provide student centred functions. Leadership students speak at school assemblies and are often hosts to dignitaries and guests. As part of DASH BC's Healthy Schools certification program, a student team identified lunch hour physical activity and programming as a need. The team felt that structured lunch hour activities that were organized and available in a number of locations would create a healthy and positive school environment.

We have a vibrant Learning Commons area accessible to students before and after school. The Learning Commons is centre of teaching and learning that is responsive to the diverse needs of our learners. We have a robust collection of resources to support 21st century learning, and run a library club to foster ownership and leadership throughout our school community. Partnership with the Mount Waddington Literacy Foundation provides additional reading supports to students through the One-to-One Reading, and Fostering Literacy programs.

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

Summary of Student Body Needs

Through the continued implementation of daily Morning Meetings, staff have committed to focus on developing greater social competence for learners in order to positively affect achievement. “These skills differ from cognitive abilities such as literacy and numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information” (OECD Study 2018). Social skills, like literacy and numeracy, are dependent on situational factors and responsive to change and development through formal and informal learning experiences. Importantly, social and emotional skills influence a wide range of personal and societal outcomes throughout one’s life. Students who develop strong competency skills tend to make meaningful connections with a strong sense of purpose in their learning.

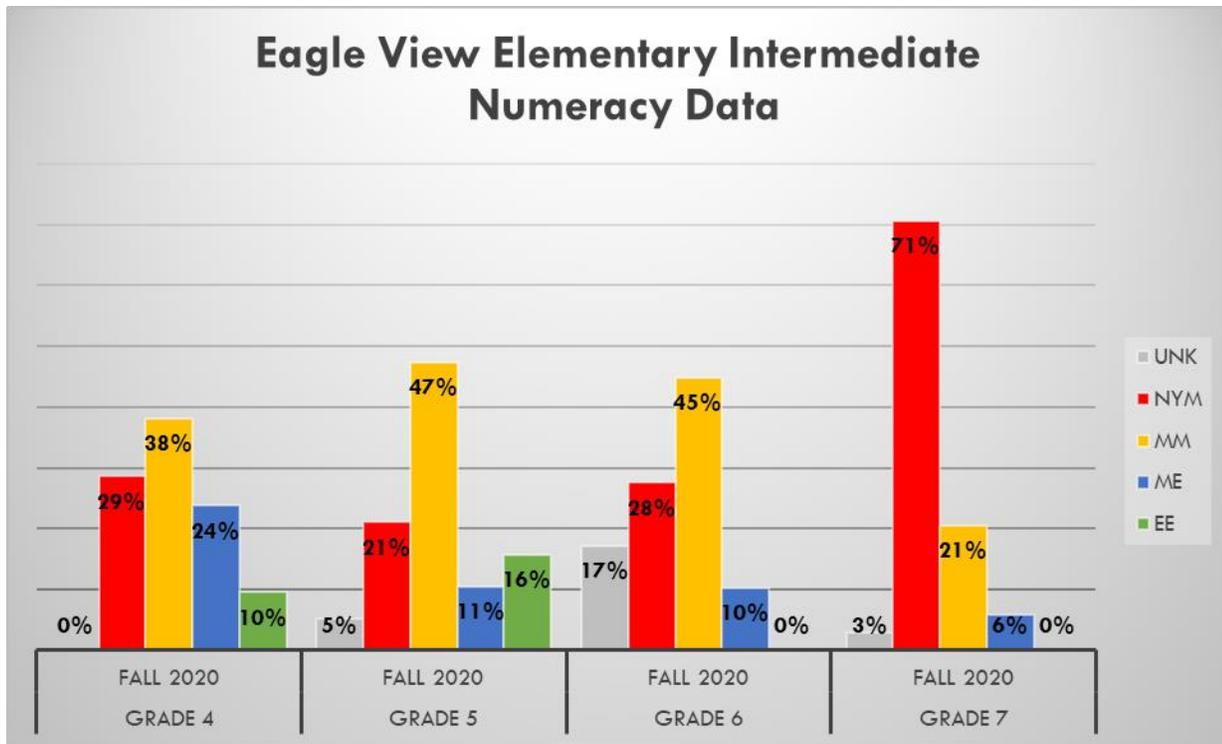
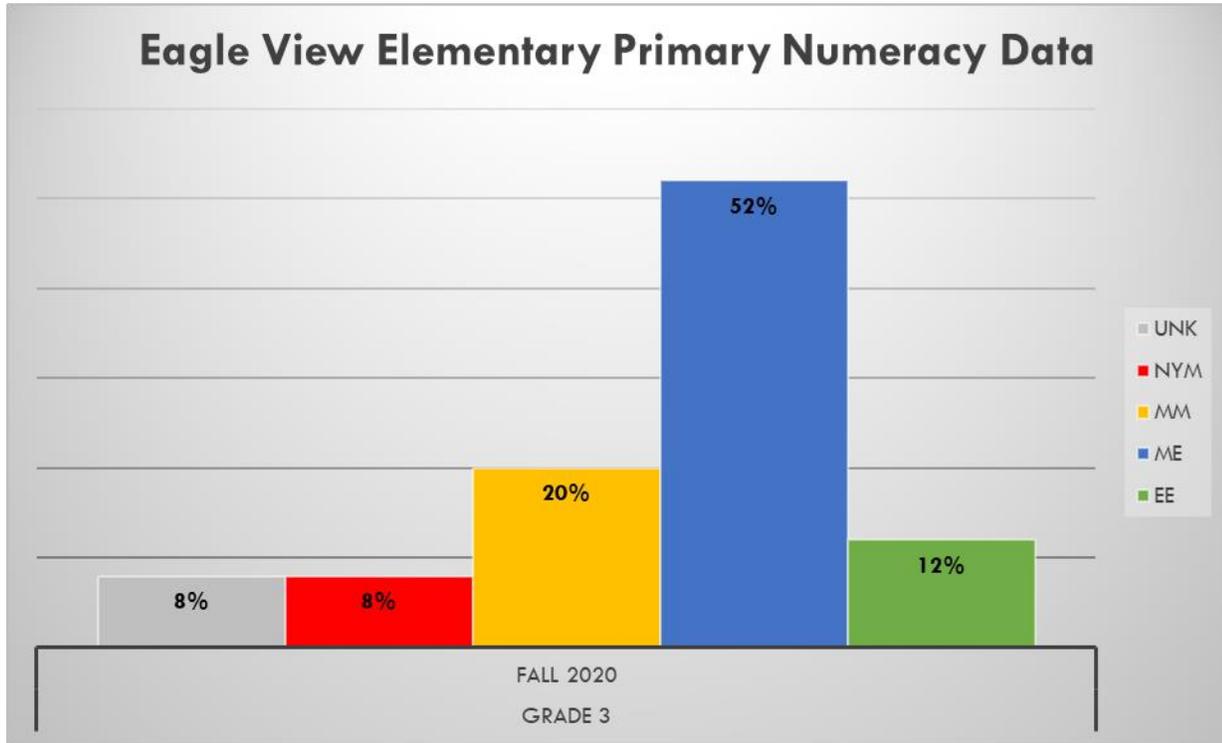
Tier 1 and Tier 2 interventions continue to be an area of concern for all students. Reading assessments indicate gaps in the achievement of our students between reading fluency and comprehension skills. Our school continues to develop programs and skills in RTI with classroom teacher interventions for all grades. Through ongoing formative assessment, teachers determine individual needs and students will be provided the necessary supports to fill gaps in their learning.

Carrying the Eagle View response to intervention planning forward, teachers have been provided with prior assessment information to ensure rapid implementation of targeted learning strategies. Assessments using the Diagnostic Reading Assessment and Diagnostic Math Assessment are being used to provide a baseline for student growth during the 2020-21 school year. Formative assessments will drive instruction throughout the year with final DRA assessments in the spring. Student reading achievement assessments will be paralleled by and correlated with data collected about self-assessment skills.

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

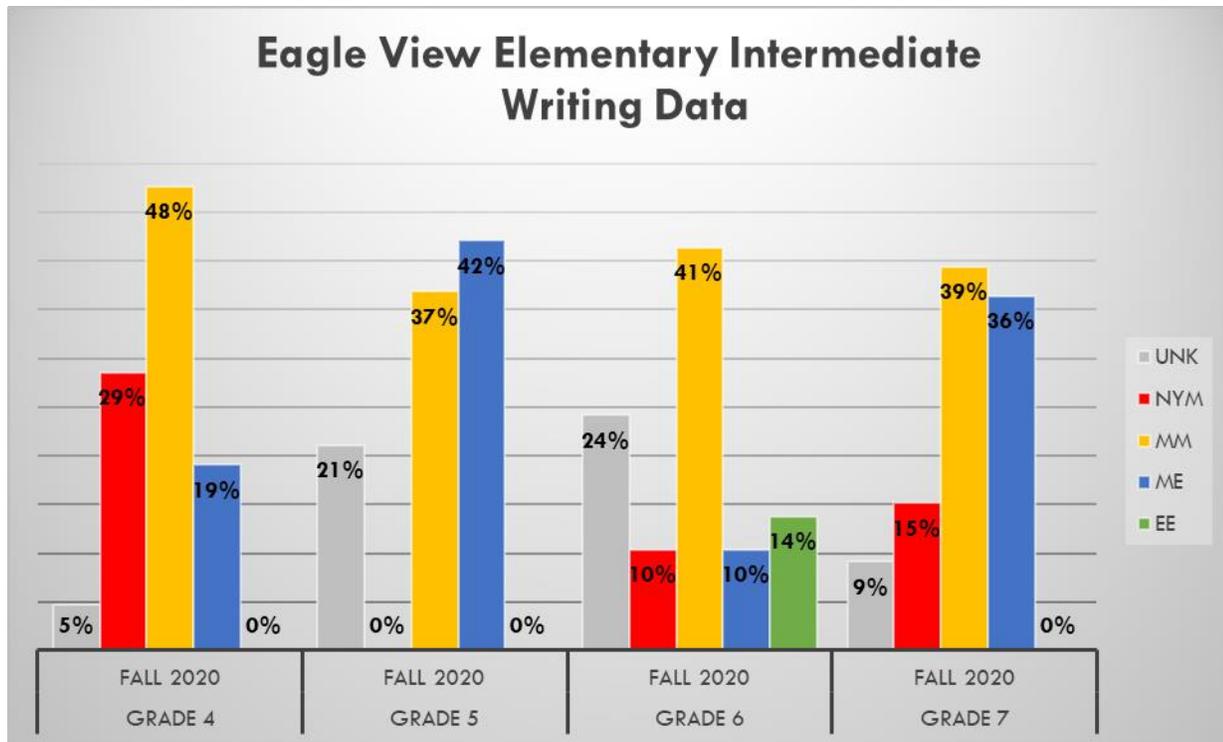
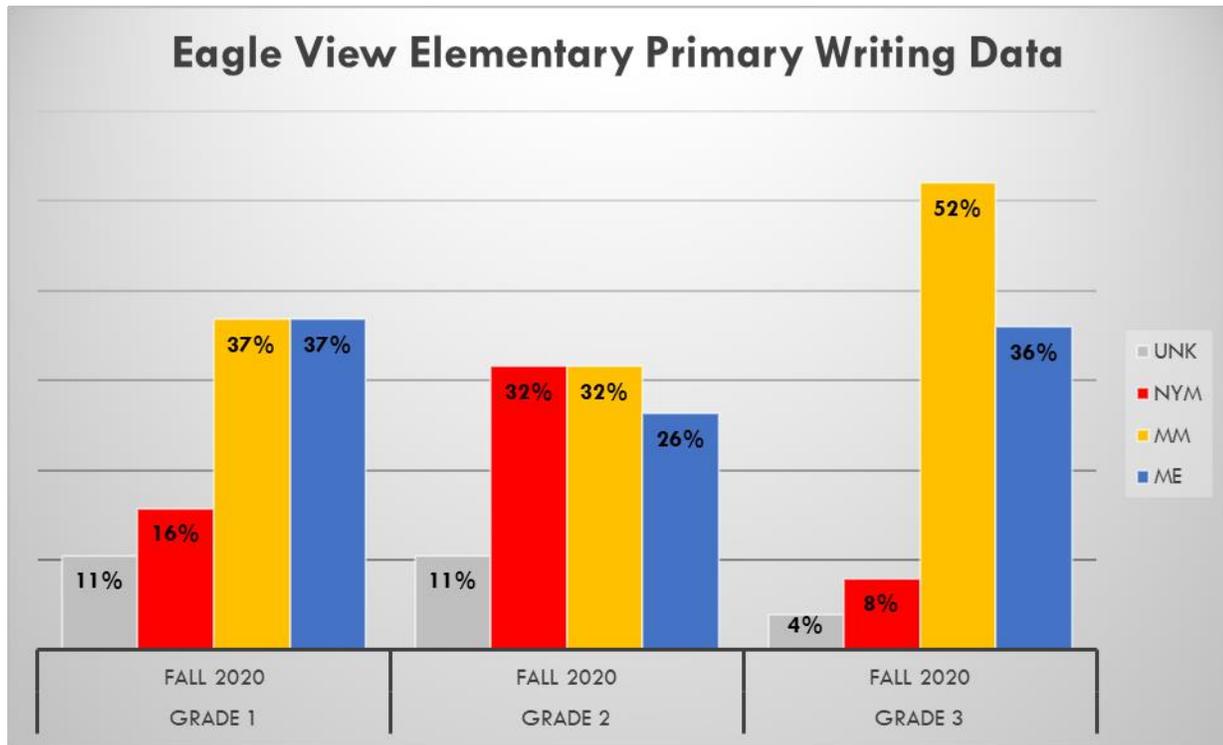
Section 1 – Student Achievement Profile

DMA:



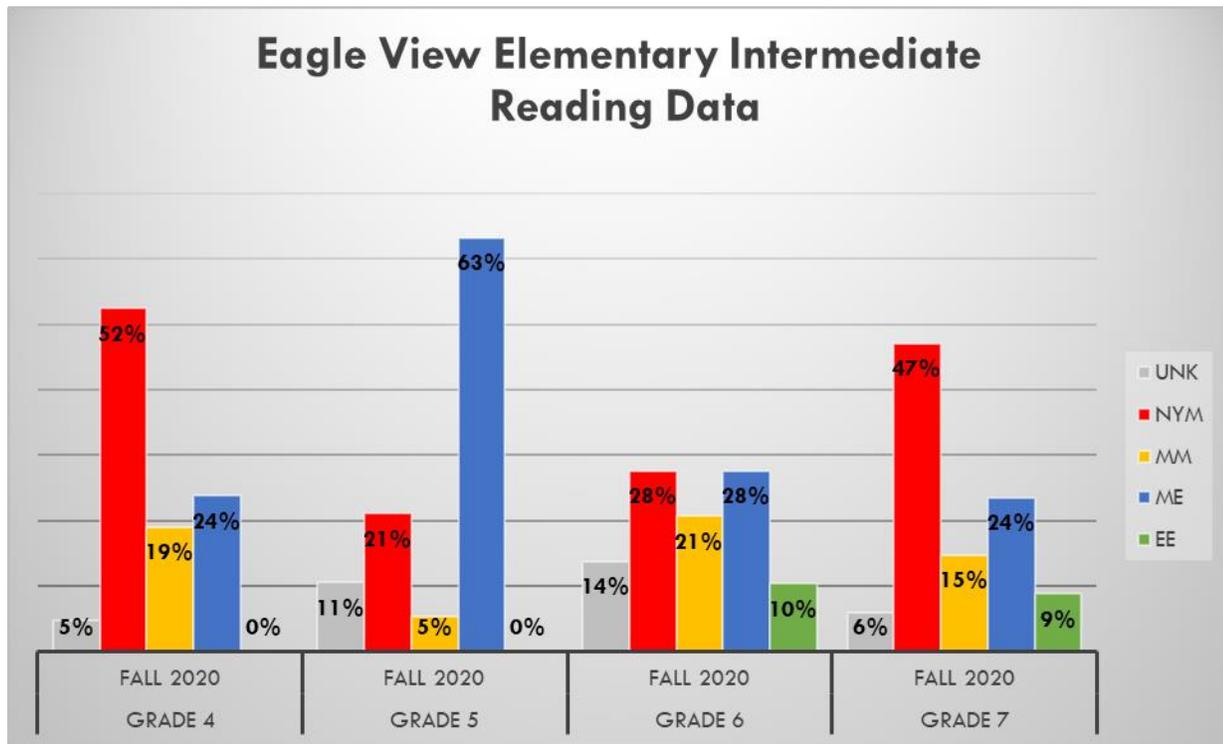
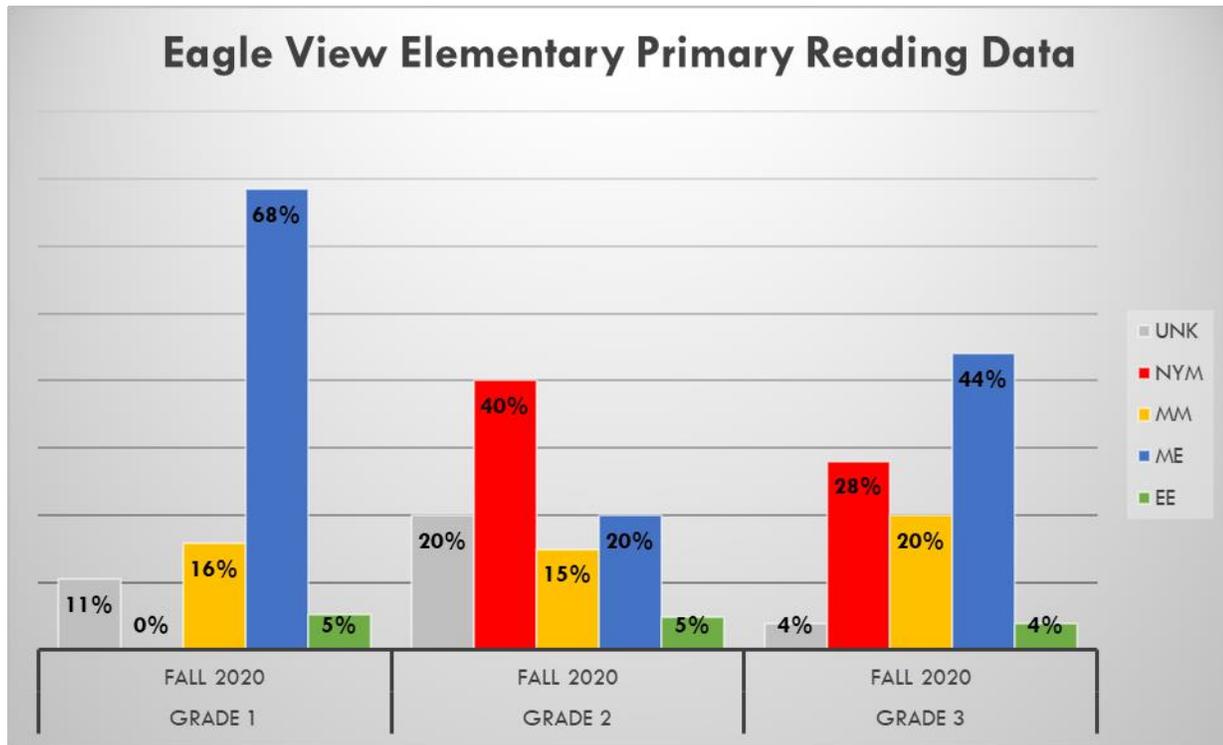
**SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL**

School-Wide Writes:



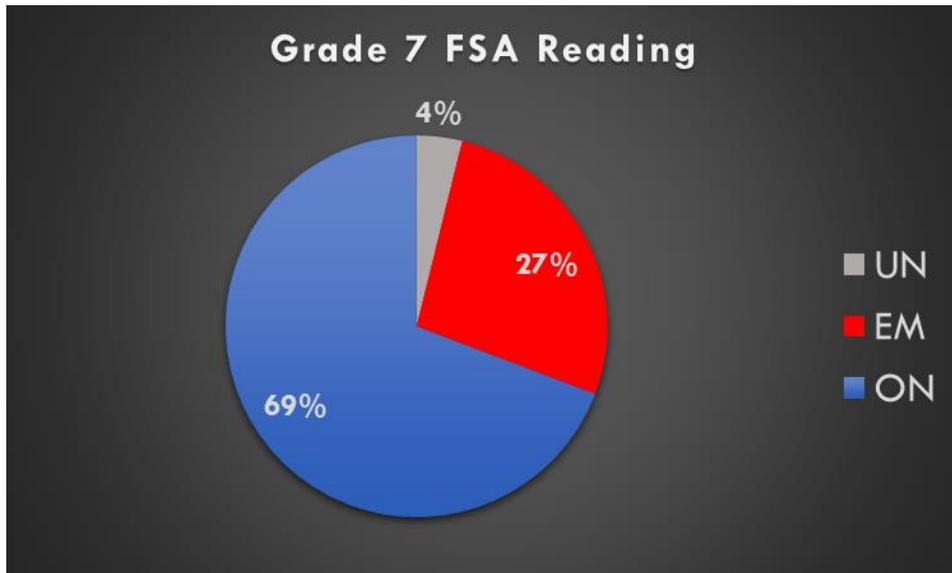
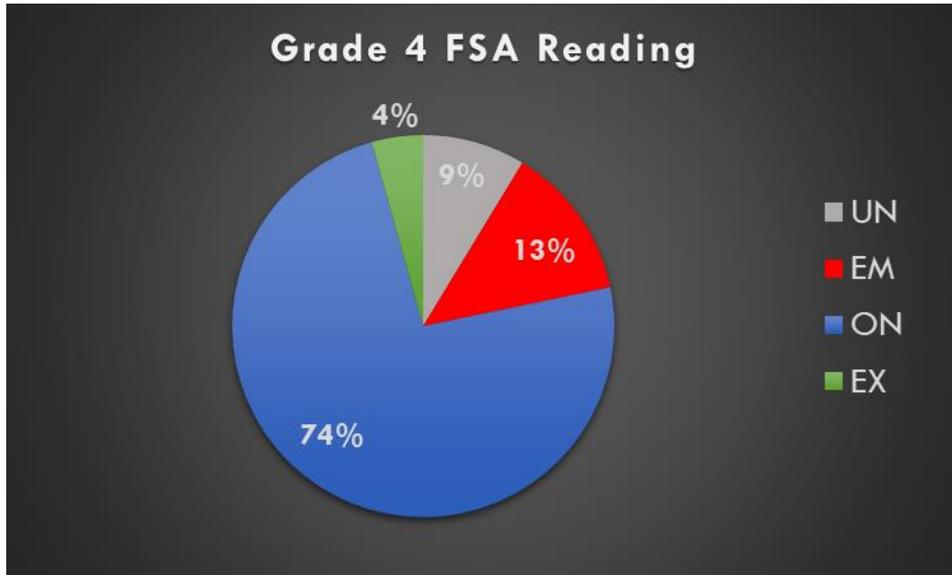
**SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL**

DRA:



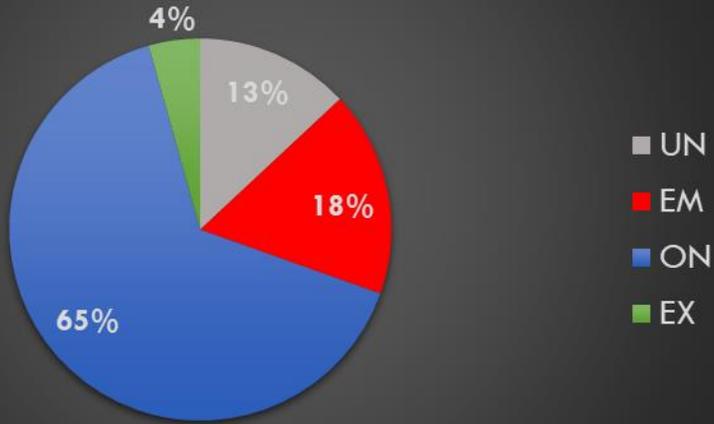
SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

FSA Grade 4 and 7

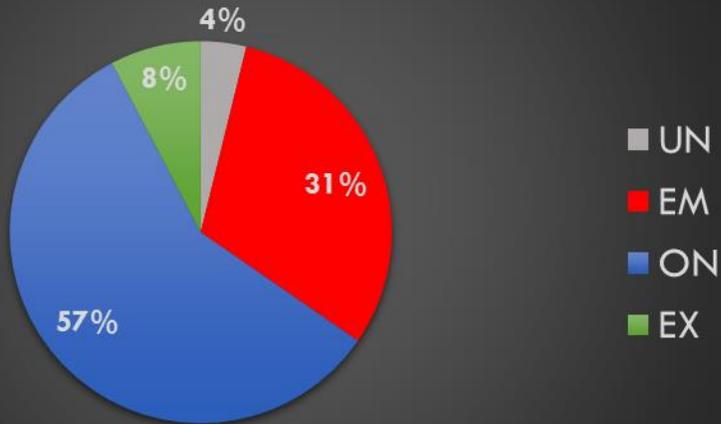


SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

Grade 4 FSA Numeracy

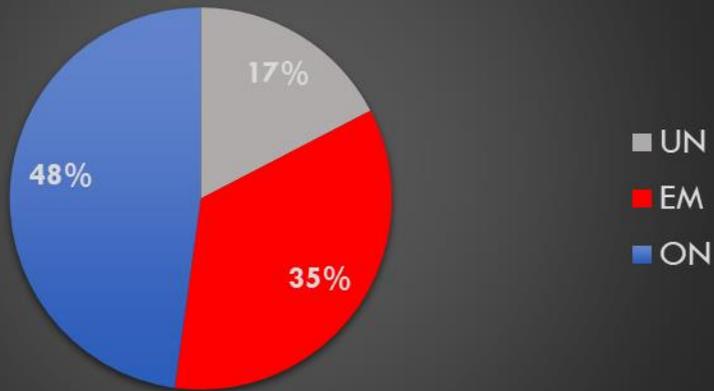


Grade 7 FSA Numeracy

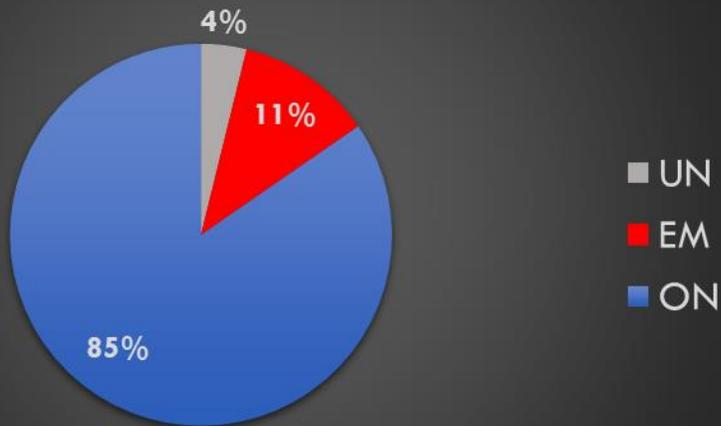


SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

Grade 4 FSA Writing



Grade 7 FSA Writing



**SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL**

School Selected Additional:

Developmental Benefits of Outdoor Kindergarten Activities

ACTIVITY	DEVELOPMENT BENEFITS
Spending time outdoors for an extended period in rain, sun, or snow	Development of self-care skills, resilience, and confidence
Playing imagination games using whatever natural resources and ideas that come to mind	This helps the child explore their own thoughts, develop their imagination and problem solving skills
Role play	Shared imagination, drama, team work, recollection of models of behaviour, empathy
Building shelters or other structures from branches, with the help of other children and adults	This requires goal definition, planning, engineering, teamwork, and perseverance
Counting objects to look for mathematical patterns	Mathematic, visual recognition
Sorting items using natural available objects	Early mathematic skills, naming objects
Listening to stories; singing songs and rhymes	Literacy, art, drama, concentration, imagination
Arranging items to make a picture, or building a toy	Spatial awareness, art, problem solving
Writing letters, names in the dirt, mud or snow	Literacy, fine motor skill development
Climbing trees, stumps, rocks, steep hills and exploring the forest, fields and beaches	Improves strength, balance, physical awareness, risk assessment, positive self-image
Real tool use	Bulds confidence, tunes fine motor skills, and develops important life connections
Playing hide-and-seek (camouflage) with others	Develops children's theory of mind by rewarding accurate anticipation of the thoughts and actions of others
Walking/hiking through the forest	Improves strength and stamina, develops sensory awareness
Exploring or reflecting alone (sit spots)	Self-awareness, character development, connection to place
Putting on and taking off clothing layers, wearing a backpack, repacking after snack	Dexterity, self-care, spatial awareness, independence, and confidence

Adapted from Fox Walker Forest Kindergarten

DASH -BC Pilot program

In the 2019-2020 Eagle View was 1 of 11 BC schools participating in DASH BC's Healthy Schools Certification program. This initiative, based on Ontario Physical and Health Education Association's program, recognizes and celebrates school communities for promoting and enhancing the health and well-being of students, school staff, and the broader community.

By completing the 6-Step Healthy Schools Process over the course of the school year, pilot schools earned points and applied to be certified in April 2020.

The goals of DASH's Healthy School Certification are:

- To support and increase the capacity of schools to address a priority health topic through the effective implementation of the 6 Step Healthy Schools Process.

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

- To celebrate and formally recognise an individual school's achievements relating to Healthy Schools

Eagle View's initial application was to align our school's inquiry focus on social competency and the explicit teaching of social skills. We have noticed a need for students to practice and model being an upstander when in a difficult situation and see the opportunity to pilot a project with DASH as a natural addition to our current work. We felt that building on the skill of using one's voice for positivity/change would impact our school in the areas of student confidence, self-efficacy and school culture.

The creation of a school team that includes students, staff, parents and outside agencies was formed in and work on certification steps began: Step One- Identifying Your School Team, Step Two- Assess Your Community Needs and Assets, Step Three- Identify Your Priority Health Topic. Student satisfaction surveys and MDI data from last year were used to gather evidence to support our school's plan.

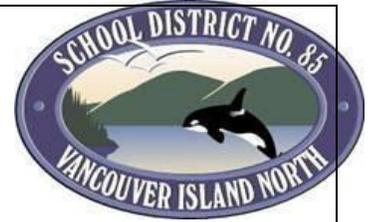
Mental Health Grant

This school year, Eagle View received a grant to be used to increase mental wellness of our school climate and develop programs that support mental health initiatives and that are evidence-based and consider/build upon the approaches of Social and Emotional Learning, Mental Health Literacy and Trauma Informed Practice. Our Eagle View Elementary School team has worked collaboratively to create a variety of project ideas; we had 14 project submissions, surveyed Intermediate students (grades 4-7) and parents as well. A Staff Committee shortlisted the projects that met expected grant expectations and each staff member was given an opportunity to vote on their top four submissions. On Friday October 30th, our staff decided to support a number of initiatives; I have attached the project ideas and their budgets in a separate document.

Our staff has identified 5 Mental Health initiatives for the 2020/21 school year that would utilize the budget allotted to our school. These projects support staff training, student health and wellness, mindfulness practices and a community-wide focus on social-emotional strategies and instruction. Two of these project ideas bode well with our school's second year of participation in DASH-BC's Healthy School certification program.

We acknowledge the financial support of the Province of British Columbia through the Ministry of Education and are excited to move forward with these projects.

Section 2 – Professional Inquiry



School Inquiry Project Application (2020/2021)

1. **School:** Eagle View Elementary School
2. **Scanning:** What's going on for your learners? How do you know?

Evidence from baseline Diagnostic Reading Assessments (DRA), collected in the 2019/20 school year shows that primary students are struggling to meet grade level reading expectations and that, generally, students are strong at decoding text, but require support with reading comprehension and interpretation of text. Diagnostic Reading Assessment data results are fairly consistent with the Foundational Skills Reading Assessment data results for the current school year as well.

Staff have identified literacy as an area of school focus as we have noted the following: early years reading intervention and support is needed, strong decoders need further support with reading comprehension and developing a school-wide ethos that reading is a priority and sacred may change mindsets.

3. **Focusing:**

Will the use of a school-wide guided reading 'assess-decide-guide' framework improve reading scores and increase student enjoyment?

Intermediate: Will students' reading comprehension and reading engagement improve if Intermediate staff demonstrate, model and coach explicit "Powerful Readers" strategies?

Primary: Will prioritizing and creating a sacred time for guided reading result in increased reading enjoyment and reading scores?

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)

- Fidelity to DRA may not be consistent
- Need for support/training with DRA; new staff request training
- Devotion or priority needs to be given to reading
- Organizational system needs to be implemented for student data tracking ie: use of student assessment folders

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

- Need to teach explicit reading strategies and skills to students
- Reading is a developmental process and kids may not see it as a skill that's beyond just for at school
- Mindset that everybody's reader and it has various forms, skills and strategies

5. Professional Learning:

1. Bi-Weekly team meetings; sharing resources, collaborating and planning
2. Summer reading resources – A. Gear, J. Serravallo, J. Richardson
3. In-Service Day September (half day training in DRA); In-Service Day in November with Kyla Hadden and Adrienne Gear
4. Intermediate team-teaching – thematic ideas
5. Team meetings could consist of one week students driven and the next week could be collaboration
6. Primary teachers have identified rainbow words, word their way and guided reading as balanced literary approach
7. Primary teachers are using Jan Richardson's "The Next Step Forward in Guided Reading" as their mentor text
8. Professional learning for DRA training will occur on September In-Service Day (1/2 day) for new staff

9. Taking Action:

- Use baseline data from DRAs and FSAs to inform instructional practices and plan scope and sequence for literacy grades 4-7
- Team meetings for collaboration/cohort teaching units
- Stepping up DEAR time-- have student dialogue or running records to include sharing about what is being read/ use DEAR time to DRA assess
- Through pre-assessment checklist identify digital literacy skills and then target specifics skills needed ie: minimize/maximize screen, save, print, split screen, highlight text when reading, assistive tech tools
- Grade 1 reading focus in the fall, post initial assessment, will see blitzing alphabet letters and sounds first and then moving into guided reading model
- Grade 2/3 focus in the fall, post assessment, will be guided reading model and sight words
- Phonics word for middle years – long vowels, word patterns

10. **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?

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

How can you do it in a way that allows for immediate adjustment?

- When will you check in and how often? At end of assessment window in fall (Sept-Oct) with school DRA results teams will discuss interventions required and at-risk learners/ Team meetings for Primary and Intermediate teachers / staff meetings inquiry focus and update/
- Sight words checklist, benchmarking to check for growth/gains
- Pre-assessment for digital literacy skills in September for middle years and intermediate
- Initial assessment of rainbow words and sight words as well as DRA results

11. Itemize Your Budget Request:

Budget total: \$

Signatures:

School Principal

School Planning Council

(VINTA, CUPE)

**SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL**

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
Kindergarten	All	In-class formative assessment, Jolly Phonics, McCracken, Reading A to Z,	Classroom teacher, Tier 1 and 2 interventions, Teacher Librarian support, collaboration and professional conversations at primary dept. meetings	Pre K screening, classroom assessments, reporting to parents, Brigance readiness assessment	Classroom teacher, LART, EA, FNEA Teacher-Librarian	Jolly Phonics One-to-One Reading Program Learning Commons
Grade 1-2 Reading	All	In-class formative assessment, DRA 2, running records, McCracken Reading A to Z, guided reading groups, Daily 5, EdMark, Explode the Code, Words Their Way, Technology Centers, Animated Literacy Learning	Classroom teacher, Tier 1 and 2 interventions, Teacher Librarian support, ELL Teacher support, collaboration and professional conversations at primary dept. meetings	DRA 2 Running records	Classroom teacher LART ELL Teacher EA, FNEA Teacher-Librarian	ELL teacher Teacher-Librarian Learning Commons One-to-One Reading Program
Grade 3 Reading	All	In-class formative assessment, DRA 2, Reading A to Z, running records, guided reading groups	Classroom teacher, Tier 1 and 2 interventions, Teacher Librarian support, LART support, meetings, collaboration and professional	IDRA 2 Running records EPS	Classroom teacher LART ELL Teacher EA, FNEA Teacher-Librarian	Literacy Now Program ELL Teacher Kurzweil

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

			conversations at primary dept. meetings			
Grade 4-7 Reading	Readers not at grade level	DRA 2, Repeated Reading, Target Decoding,	Classroom teacher, Tier 1 and 2 interventions, Teacher Librarian support, ELL Teacher support, collaboration and professional conversations at Intermediate dept. meetings	DRA 2 FSA results IEPs	Classroom teacher LART ELL Teacher EA, FNEA Teacher-Librarian	Literacy Now Program ELL Teacher Kurzweil Learning Commons

SCHOOL PLAN 2020-2021
EAGLE VIEW ELEMENTARY SCHOOL

Additional School Goals (Optional)

Goal #1 <ul style="list-style-type: none">•
Goal #2 <ul style="list-style-type: none">•

School Name: Eagle View Elementary School

Ratified by School

School Year: 2020-2021

Staff: _____

Date of Plan: June 12, 2020

Signature of Principal: _____