



"Bringing Learning to Life"

Fort Rupert Elementary

SCHOOL PLAN **2020-2021**



Submitted: June 15th, 2020
Principal: Alison Webber

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School Mission Statement:

Fort Rupert Elementary will strive to develop self-worth in its students. We will endeavor to build a safe environment that nurtures, respects, and builds responsible citizens. We will focus on enhancing academic performance for every student

School Context:

Fort Rupert Elementary School (FRES) is located at 5520 Beaver Harbour, 10km south east of Port Hardy, on the traditional territory of the Kwakiutl First Nation. The school is surrounded by parks, backed by forest, and is a short walk away from Storey's beach. The school serves the families of the Storey's Beach area and the Kwakiutl community, located at Tsaxis. We are honoured and proud to live and learn in such a beautiful territory.

Enrollment for 2020-2021 is expected to be around 75 students from Kindergarten to Grade 7. Students are split into four multi-grade classrooms (K/1, 2/3, 4/5/6, and 6/7), prioritizing class sizes and attention to individual student needs and strengths.

37 % of FRES students are of Aboriginal Ancestry. Several students are members of First Nations in the area, with many coming from the Kwakiutl Band. All students at FRES have the opportunity to learn about Kwak'wala language, history, traditions, and the communities of the Kwakwaka'wakw peoples. We have ongoing communications and partnerships with the Kwakiutl community.

11% of our students have learning designations and are supported in classrooms through the direction of our School Based Team and Resource Teacher. Learning support to children with Low-Incidence and Hi-Incidence designations is generally delivered in the regular classroom by classroom teachers and Special Education Assistants. Individual Education Plans are written by the Resource Teacher in collaboration with families, the classroom teacher and school personnel.

Staffing for 2020-2021 school year includes four classroom teachers (0.1 FTE), one of which is an English Language Learning (ELL) Teacher Specialist. We also have one part time (0.36 FTE) teacher who is also (0.12 FTE) library. We have one First Nations Support Worker (25 hours per week). The Principal has a teaching role (0.62 FTE) in the school and an admin role of (0.38 FTE). This allows a consistent presence of leadership in the school each day. The teaching staff works hard to ensure that our students' needs are met. FRES staff is dedicated to providing our students access to a wide range of learning opportunities in a variety of settings.

The Parent Advisory Council (PAC) at our school is very active and attendance at meetings is consistent. Each year the PAC and teachers co-host; a Halloween Dance and Haunted House, a Winter Celebration Dinner and Concert, a Talent Show, a School Play, and many other activities that bring our entire school community together. These events demonstrate the school's powerful impact over multiple generations. FRES PAC fundraising supports many initiatives including; bussing for swimming lessons, breakfast and lunch programs, field trips, our annual Cultural Celebration, and many other special events that come up throughout the year.

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Summary of Student Body Assets:

A distinctive feature of our student body is the interconnectedness and cultural connections that we all share. This asset is supported through our culture program and integration of local First Nations teachings. Our staff and students are becoming increasingly aware of how the First Peoples Principles of Learning can apply in our context, and our students' sense of belonging ultimately benefits them. We take great pride in the expression of culture that is showcased each year during our gwamyasa / Yayuma at the Fort Rupert Big House.

Summary of Student Body Needs:

Numeracy:

Due to the Covid-19 Pandemic, Spring Assessments will be completed in the Fall of 2020. FRES will be piloting the [Island Numeracy Assessments](#) next year and we will be examining ways to improve mathematical thinking with all our students. Assessment results will be updated when available.

Reading:

Due to the Covid-19 Pandemic, Spring assessments will be completed in the Fall of 2020. Assessment results will be updated when available.

Writing:

Due to the Covid-19 Pandemic, Spring assessments will be completed in the Fall of 2020. Assessment results will be updated when available. We will provide targeted interventions for individual students in the fall.

Reading, Writing, and Numeracy continue to remain the central foci in the 2020-2021 school year. We will continue personalized and school wide reading interventions based on the needs of our learners. This includes a modified use of the Daily 5 program, Headsprout, and Readwell for learners that need specific interventions. Our school will continue to implement a systems approach to reading instruction and intervention through the SD85 Grade Level Reading Strategy Map. We have a hunch that our continued inquiry focused on Social Emotional Learning (SEL) will lead to an increase in student achievement (numeracy & literacy) and an increase in student ability to report on core competencies. Students will be able to describe why their learning is important and what their next steps will be.

Due to the Covid-19 Pandemic assessments administered in the Fall of 2020 will be compared to assessments administered in Spring of 2021. Please see FSA data for 2019-2020 Grade 4s & 7s.

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Section 1 – Student Achievement Profile

Benchmarks: Fully Meeting or Exceeding

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Kindergarten			6/7 (86%)	6/9 (67%)	*	5/8 (63%)
Grade 1	3/4 (75%)	4/5 (75%)	5/6 (83%)	5/6 (83%)	*	4/7 (57%)
Grade 2	4/9(44%)	5/6 (83%)	3/7 (43%)	5/6 (83%)	*	3/9 (33%)
Grade 3	8/9 (89%)	4/7 (57%)	8/10 (80%)	4/8 (50%)	*	1/9 (11%)

Inquiry Focus Groups

Primary Numeracy Assessment: New* Fall 2020

	NYM	MME	FME	EE
Kindergarten	0/8 (0%)	2/8 (25%)	6/8 (75%)	0/8 (0%)
Grade 1	0/7 (0%)	3/7 (43%)	4/7 (57%)	0/7 (0%)
Grade 2	3/9 (33%)	3/9 (33%)	3/9 (33%)	0/9 (0%)
Grade 3	5/9 (56%)	3/9 (33%)	1/9 (11%)	0/9 (0%)

Inquiry Focus Groups

Numeracy Assessment (DMA/INA): Grades 4-7

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
NYM	10/31 (32%)	4/37 (11%)	14/47 (30%)	5/53 (9%)	*	13/44 (30%)
MME	9/31 (29%)	18/37 (49%)	11/47 (23%)	20/53 (38%)	*	23/44 (52%)
FME	9/31 (29%)	12/37 (32%)	17/47 (36%)	22/53 (42%)	*	7/44 (16%)
EE	3/31 (10%)	3/37 (8%)	3/47 (6%)	6/53 (11%)	*	0/44 (0%)

Numeracy Assessment: (DMA/INA): Fully Meeting or Exceeding

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 4	5/8 (63%)	7/12 (58%)	5/12 (42%)	9/11 (82%)	6/7 (86%) FSA	1/8 (13%)
Grade 5	5/12 (42%)	3/8 (38%)	9/12 (75%)	7/13 (54%)	*	3/11 (27%)
Grade 6	1/7 (14%)	3/11 (27%)	2/12 (17%)	6/14 (43%)	*	3/11 (27%)
Grade 7	1/4 (25%)	2/7 (29%)	4/11 (36%)	4/15 (27%)	13/13 (100%) FSA	0/14 (0%)

School-Wide Writes: Grades 1-3

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
NYM	2/27 (7%)	3/24 (13%)	8/23 (35%)	2/20 (10%)	*	8/25 (32%)
MME	6/27 (22%)	6/24 (25%)	0/23 (0%)	7/20 (35%)	*	12/25 (48%)
FME	16/27 (58%)	15/24 (63%)	11/23 (48%)	10/20 (50%)	*	5/25 (20%)
EE	3/27 (13%)	0/24 (0%)	4/23 (17%)	1/20 (5%)	*	0/25 (0%)

School Wide Writes: Grades 4-7

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
NYM	4/31 (13%)	5/39 (12%)	10/47 (21%)	5/53 (9%)	*	8/44 (18%)
MME	15/31 (48%)	16/39 (41%)	6/47 (13%)	14/53 (26%)	*	16/44 (36%)
FME	5/31 (16%)	15/39 (38%)	20/47 (43%)	26/53 (55%)	*	17/44 (39%)
EE	7/31 (23%)	3/39 (8%)	8/47 (17%)	8/53 (15%)	*	3/44 (7%)

*Due to the Covid-19 Pandemic, Spring Assessments were completed in the Fall.

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School Wide Writes: Fully Meeting or Exceeding

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	4/5 (80%)	4/6 (67%)		7/9 (78%)		
Grade 1	3/4 (75%)	4/5 (80%)	3/6 (50%)	3/6 (50%)	*	4/7 (57%)
Grade 2	4/9 (44%)	5/6 (83%)	4/7 (57%)	4/6 (67%)	*	0/9 (0%)
Grade 3	8/9 (89%)	2/6 (33%)	7/12 (58%)	4/8 (50%)	*	1/9 (11%)
Grade 4	5/8 (63%)	6/12 (50%)	9/12 (75%)	8/11 (73%)	6/7 (86%) FSA	4/8 (50%)
Grade 5	2/12 (17%)	2/9 (22%)	8/12 (67%)	5/13 (39%)	*	3/11 (27%)
Grade 6	2/7 (29%)	4/11 (36%)	6/12 (50%)	9/14 (64%)	*	7/11 (64%)
Grade 7	1/4 (25%)	5/7 (71%)	4/11 (36%)	11/15 (73%)	8/13 (62%) FSA	7/14 (50%)

Jerry Johns / PM Benchmark: Fully Meeting or Exceeding

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 4	5/8 (63%)	10/12 (83%)	10/12 (83%)	10/11 (91%)	5/7 (71%) FSA	4/8 (50%)
Grade 5	9/12 (75%)	6/8 (75%)	10/12 (83%)	8/13 (62%)	*	5/11 (45%)
Grade 6	4/7 (57%)	9/11 (82%)	9/12 (75%)	14/14 (100%)	*	7/11 (64%)
Grade 7	3/4 (75%)	2/7 (28%)	4/11 (36%)	12/15 (80%)	8/13 (62%) FSA	4/14 (29%)

Grade Level Reading Profile (District Provided):

FSA:

Reading: Fully Meeting or Exceeding (On Track or Extending)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 4	9/11 (82%)	87%	62%	6/9 (67%)	10/10 (100%)	5/7 (71%)
Grade 7	7/12 (58%)	3/4 (75%)	71%	7/11 (64%)	8/15 (54%)	8/13 (62%)

Writing: Fully Meeting or Exceeding (On Track or Extending)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 4	masked	87%	46%	2/9 (22%)	NA	6/7 (86%)
Grade 7	11/12 (92%)	3/4 (75%)	71%	6/11 (60%)	9/15 (60%)	8/13 (62%)

Numeracy: Fully Meeting or Exceeding (On Track or Extending)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 4	6/11 (54%)	50%	54%	6/9 (67%)	8/10 (80%)	6/7 (86%)
Grade 7	3/12 (25%)	3/4 (75%)	71%	4/11 (36%)	3/15 (20%)	13/13 (100%)

NA: Not Available

*Due to the Covid-19 Pandemic, Spring Assessments were completed in the Fall.

Section 2 – Professional Inquiry

Inquiry Steering Committee



School Inquiry Project Application (2020/2021)

School: [Fort Rupert Elementary School](#) strives to develop critical thinking, self-directed, self-regulated, engaged learners.

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

Our community has been in a fight against COVID-19. Our staff and students have made sacrifices and decisions to protect our elders and people at-risk. They've stayed at home, kept a safe distance from their families and friends, and haven't been able to shake hands or hug people they normally do. They have mastered hand washing, have been told to not touch their face, and taught how to clean surfaces they touch. Everyone is seeing news reports of sickness, death, and faces covered with masks. We've told our students and staff to stay home, where it's safe. It was never said that school's are 'unsafe' but it was implied. Now as [BC Restarts](#) and our students and staff are told that schools are in fact safe we must in a sense... rebuild.

Rebuilding our Village

"Not only does it take a village to raise a child, but it takes a village to meet each adult's emotional needs."

Larry Brendtro (Reclaiming Youth at Risk)

2. **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?

In order to rebuild, FRES staff will make sure our 'foundations' are strong. Therefore we will be focusing on three things: physical space, relationships, and [student success](#). The First Peoples Principles of Learning states that *learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*.

Physical Space

In the 1960s a social justice movement began which focused on designing barrier-free environments to increase accessibility for all people. The architects of the [Universal Design](#) movement understood that the problem did not lie with people who had exceptionalities; the problem was the inaccessibility of the building structure itself.

While we cannot change the actual physical structure of our school, we can redesign how we use the spaces. Over the next few months we will be redesigning our physical space. We will focus on safety, access, and what works best for the widest possible variety of learners and staff. Universal Design for Learning ([UDL](#)) will play a role as we move forward. We hope the redesign of these spaces will keep students engaged and motivated while creating new opportunities for active collaboration between educators and learners.

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Relationships

We want all of our community members, staff, and students to feel as though they **belong** in our building. As we move forward, we know that we must rebuild and nurture our trusting relationships. [CASEL](#) (Collaborative for Academic, Social, and Emotional Learning) District Resource Center has developed: [An Initial Guide to Leveraging the Power of SEL -> As You Prepare to Reopen and Renew Your School Community](#). They list four critical actions that we can add to our existing strengths. As we develop a transition plan and rebuild our village, we hope that our efforts will lead to the third action below.

- 1 Take time to build partnerships, deepen your understanding, and plan for SEL.
- 2 Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
- 3 Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- 4 Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

“Social and Emotional Learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.”
[\(An Initial Guide to Leveraging the Power of SEL\)](#)

FRES will continue to use learned SEL techniques from previous years inquiry plans as we move forward in the upcoming school year.

Student Success

Some of our students will have been away from the school environment for 5.5 months. FRES will assess **all** students literacy and numeracy skills in the Fall and we will apply immediate interventions. At FRES we feel that student success is measured through **mastery** of academics, self-actualization (**independence**), and self-transcendence (**generosity**).

Inquiry Question:

Will frequent and intensive academic and emotional literacy interventions help improve our focus group's connection to themselves and each other resulting in them meeting our school's grade level achievement and social emotional learning standards by June 2021?

3. **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)

Focus Group

During the Spring of 2020 we were observing a particular group of students. These students demonstrated a higher need for academic and emotional literacy support. They were the majority of office referrals and required the most behavioural support. With the added trauma of the pandemic, this group still remains our main concern amongst our student body.

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4. 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 inquiry team will need to develop adaptive expertise. This may require access to resources to help the promote safe and inclusive spaces and provide academic support to students. They will also need the time and patience to nurture relationships.

5. 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**)

Our response to intervention plan will track the progress of this certain group over the 2020/2021 school year. We hope that this particular group will be provided with opportunities for meaningful achievement, development, and success. We will be focusing on primary reading skill development including (but not limited to): letter sound recognition, decoding skills, vocabulary, spelling, writing, and comprehension skills. They will also be focusing on fluency in numeracy skills.

This particular group will be provided with opportunities (as will all students) to develop their self-awareness, self-management, social awareness, interpersonal, and decision-making skills. They will use [Zones of Regulation](#) as their main SEL program supported by various other techniques. While this group will be the focus of the inquiry, these things will be applied to our entire school community.

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

Staff will compare Fall and Spring assessments. Our expectation is that our focus group will all be meeting or exceeding FRES school's grade level achievement and social emotional learning standards by June 2021.

7. Itemize Your Budget Request:

RESOURCES for STUDENT SUCCESS

- \$400 Primary Literacy Resources
- \$400 Numeracy Resources
- \$400 SEL Resources (Go Noodle, etc.)

PHYSICAL SPACES & RELATIONSHIP STRATEGIES DEVELOPMENT

- \$1000

TOTAL: \$2200

Signatures: (PDF with signatures to be sent after approval)

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Focus on Learning

Reading: Grade Level Achievement (K-5)	
Target	All More specifically, those identified as at risk, for not yet meeting expectations
Interventions/Actions	Focus on Formative Assessment Assessment-guided decision making and interventions 30 min literacy block in classrooms-scheduled time to read to adults 3-5 times a week Daily 5 in primary K-2 classroom All staff collaboration Student conferencing and small group instruction Headsprout, Reading A-Z and Readwell programs to target instruction for lower readers
Professional Learning/ Supports	Daily 5 information / PM Benchmark levelled books / LART and EA work with classroom teacher for in class reading support
Monitoring Plan	Reading Strategy Map / Inquiry Project Reporting / School Based Team / Consultations and Check Ins / PM Benchmarks / FSA / Jerry John's Diagnostic Reading Assessment
Roles and Responsibilities	All: Professional and Instructional Learning Teachers: Ongoing Formative Assessment Support Staff: Common Language and consistent program delivery LART: Assessment planning and delivery SEA: targeted support for reading skill development
Resources	Inquiry Grants / School Based Intervention Team / PM Benchmark levelled books / use of Aboriginal content books

Numeracy: Grade Level Achievement	
Target	All 100% Gr. 4-7 Meeting or Fully Meeting Expectations on Island Numeracy Assessment and in class assessments (Spring 2021) IEP goals for students identified with a Math IEP Goal
Interventions/Actions	Focus on Formative Assessment / School-wide focus on essential outcomes Flexible and inclusive unit planning Use of Tier 2 intervention time for identified students Primary: daily 3 math learning Intermediate: weekly review quiz and group math projects

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Professional Learning/ Supports	Resource sharing and collaborative staff learning and lesson planning Web based math practice program such as prodigy math, IXL or Mathletics
Monitoring Plan	Ongoing Assessment / Classroom-based assessment tools INA (Island Numeracy Assessment) Numeracy Performance Standards FSA grade 4 and 7 results
Roles and Responsibilities	All: Professional and Instructional Learning Teachers: Ongoing Formative Assessment Support Staff: Common Language and consistent program delivery LART: Assessment planning and delivery SEA: targeted support for skill development
Resources	Learning resources funds for technology and manipulatives School-Based Intervention Team

Writing: Grade Level Achievement	
Target	All 100 % Meeting or Fully Meeting Expectations on School-Wide Write (Spring 2021)
Interventions/Actions	Focus on Formative Assessment Use of common language Authentic writing activities & targeted instruction
Professional Learning/ Supports	Staff meeting continued focus on assessment / staff learning about reading-writing connection iPad app training for assisted technology support for students
Monitoring Plan	Fall writing sample for baseline Ongoing use of Writing Performance Standards Assessments rubrics Student self-assessment using core competencies
Roles and Responsibilities	All: Professional and Instructional Learning Teachers: Ongoing Formative Assessment, use of shared language Support Staff: familiarity with shared language LART: Needs-based support
Resources	Learning Resources / District Networking / School-Based / Intervention Team Use of iPads for writing and speech to text technology as supportive devices for students

Social Responsibility	
Target	All

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	Reduction in Office Discipline Referrals
Interventions/Actions	*Assemblies (if allowed) to promote SEL and Growth Mindset Language Share trends in behaviour with teachers
Professional Learning/Supports	Staff Meeting to focus and collaborate Student self-reflection and self-assessment
Monitoring Plan	Student self-assessments based on core competences Students vernacular includes SEL language Ongoing use of My Education BC for behaviour tracking
Roles and Responsibilities	All: Reinforce school rules and expectations, document office referrals Principal to continue to follow up on office referrals/documentation. Teachers: Communicate office referrals with parents/guardians, use class meetings for restitution Administration: My Education BC tracking
Resources	PAC support for celebrations Parent/Community volunteers.

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Additional School Goals (Social and Emotional Learning Standards)

<p style="text-align: center;">Goal #1</p> <p>Develop self- awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems</p>
<p style="text-align: center;">Goal #2</p> <p>Develop and demonstrate self- management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success</p>
<p style="text-align: center;">Goal #3</p> <p>Develop social awareness skills needed to establish and maintain positive relationships</p>
<p style="text-align: center;">Goal #4</p> <p>Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships</p>
<p style="text-align: center;">Goal #5</p> <p>Demonstrate decision making skills, problem solving skills, and responsible behaviors in school, personal and community contexts</p>
<p style="text-align: center;">Goals from: CASEL District Resource Centre Objectives and Student Expectations in detail here: https://drc.casel.org/resources/austin-sel-standards-elementary-and-secondary/</p>

School Name: Fort Rupert Elementary School

School Year: 2020-2021

Date of Plan: June 15th, 2020

Signature of Principal: Alison Wetley