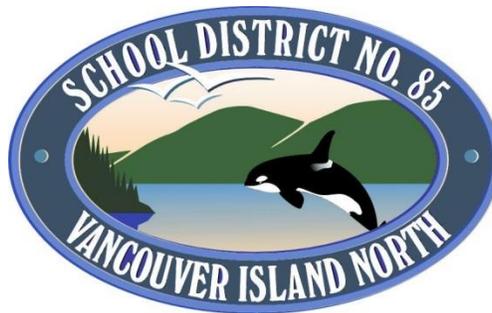




“Bringing Learning to Life”

Sunset Elementary

SCHOOL PLAN 2020-2021



Principal: **Kelly Amodeo**
Submitted: **June 15, 2020**

Introduction – School Context

School Mission Statement

Sunset School staff will work with parents and the community to provide opportunities for all learners to enable them to work toward their potential, to strive for excellence, to enjoy learning and to grow in the knowledge, skills and attitudes needed for a healthy and fulfilling life.

School Context

Sunset School in Port McNeill enrolls students from grade 1 – 7, with some students arriving from Woss, Hyde Creek Nimpkish Heights, and Port Alice. Cheslakees School in Port McNeill enrolls all kindergarten children and is our partner school. Both staffs work to ensure year-long connections between the schools to ensure a smooth transition for our young learners. Similarly, North Island Secondary School receives students from us and we also work closely with them, sharing activities over the year to ensure a smooth transition to high school.

Sunset is located on a large property with plenty of outdoor space for learning and play. We have three playgrounds, a “forest”, an octoball pit, and an outdoor maker-space and have started a school garden this year. The interior of the building includes a primary and an intermediate wing, separated by our well used Learning Commons. We have invested in technology with the help of a very active Parent Advisory Committee. Each class has access to a fleet of iPads and we have a class set of Chrome Books for student use.

The 2020/2021 school year will enroll approximately 225 students in 11 classrooms. In addition to our 11 classroom teachers, our teaching staff includes two learning assistant and resource room teachers, a music teacher and a teacher-librarian. Our teachers employ the RtI model to support classrooms and individual students. Our Learning Commons Teacher collaborates with classroom teachers and provides staff support in the areas of coding and project-based learning. Our music program has grown and includes lessons on percussion instruments and ukulele lessons for our older students.

Our Support staff is comprised of Special Education Assistants, Child and Youth Care Workers, a First Nations Support Worker, a First Nations Cultural Worker, a Home/School Coordinator, Secretary, Library Clerk, Noon Hour Supervisors and Special Needs Noon Hour Supervisors.

Summary of Student Body Assets:

Parents, and community members support our students in various ways. The RCMP, our active PAC, local businesses and individual parents and community members support and volunteer with our students. We have many food and monetary donations for our Breakfast

SCHOOL PLAN 2020-2021
SUNSET ELEMENTARY SCHOOL

Club and many businesses gift prizes to our students for various school functions throughout the year. As well, our Bike Rodeo could not be realized without community support. Finally, our annual Christmas Concert is attended by the wider community regardless of school connections.

Our students are able to participate in a variety of leadership opportunities. Students' Council, helping at the Breakfast Club, office helpers, lunch monitors, Learning Commons helpers, buddy classes, and club leaders are some of the activities which provide opportunities for students to develop and sustain their leadership skills. Our monthly Family Groupings provides opportunities for not only leadership development but also opportunities to show generosity, compassion, and curiosity.

Our students have many opportunities for culture and sporting activities. Sunset sends a team to almost every sporting event held in the district. Many of our classes visit Alert Bay to learn from Elders throughout the year in a variety of areas, including examining and making regalia, medicinal herbs, cedar weaving, and storytelling. This is thanks to our First Nations team, who work collaboratively with our teaching staff to infuse our curriculum with First Nations worldviews and perspectives.

Summary of Student Body Needs

About 15% of Sunset students in any given year have an active Learning Services designation. Each September we have round table Class Profile meetings whereby teachers bring forth their observations and class profiles. Triangulated data, (class profiles, the previous year's information and provincial assessments) individual student and classroom needs are determined and additional supports are put in place. We typically notice that the students' needs revolve around academic, counseling, behaviours and self-regulation, speech and language and occupational therapy. We work collaboratively with outside providers to ensure our students who require wrap-around care are well looked after.

Our school focus for student learning is reading, writing and mathematics. These foundational skills are addressed through typical school methodologies. Although we have high expectations for all students, our students who are not yet meeting in the foundational skills receive additional intervention via a Response to Intervention model.

Several of our students' well-being is generously supported by our community through our Breakfast Club program. This program is supervised by our Child and Youth Care Workers. Daily breakfasts, lunches and snacks are provided to students. Often the food is prepared by other students through our life skills program. This year we have participated in a program called "Backpack Buddies" which allowed us to send food home for the weekend for about 20 students beginning in March.

The 2019-2020 school year saw a sharp rise in students and families needing support with

SCHOOL PLAN 2020-2021
SUNSET ELEMENTARY SCHOOL

school supplies, food, and some clothing due to a prolonged strike in the area. The spring saw less families needing support, as the strike had ended, but it was around this time that schools closed for in person learning due to the corona virus. The impact of these two circumstances may have had a detrimental effect on student well-being, and will be addressed through social-emotional learning.

Section 1 – Student Achievement Profile

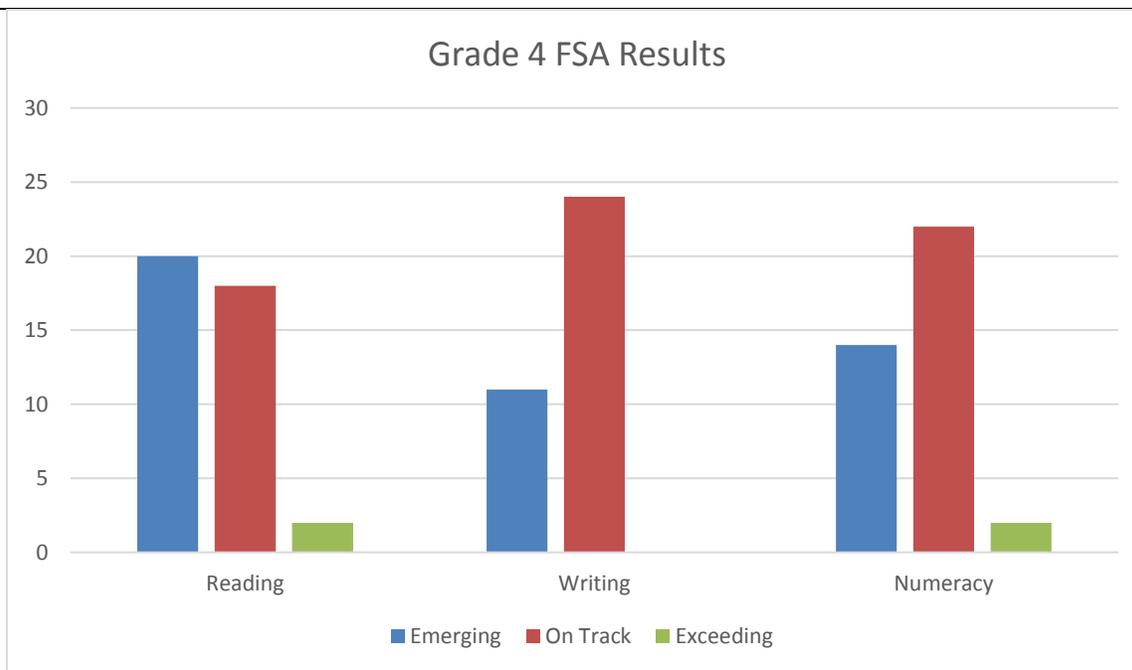
Benchmarks: Due to COVID-19 outbreak, and voluntary participation throughout the 3rd term, spring assessments are unavailable.

DMA: Due to COVID-19 outbreak, and voluntary participation throughout the 3rd term, spring assessments are unavailable.

School-Wide Writes: Due to COVID-19 outbreak, and voluntary participation throughout the 3rd term, spring assessments are unavailable.

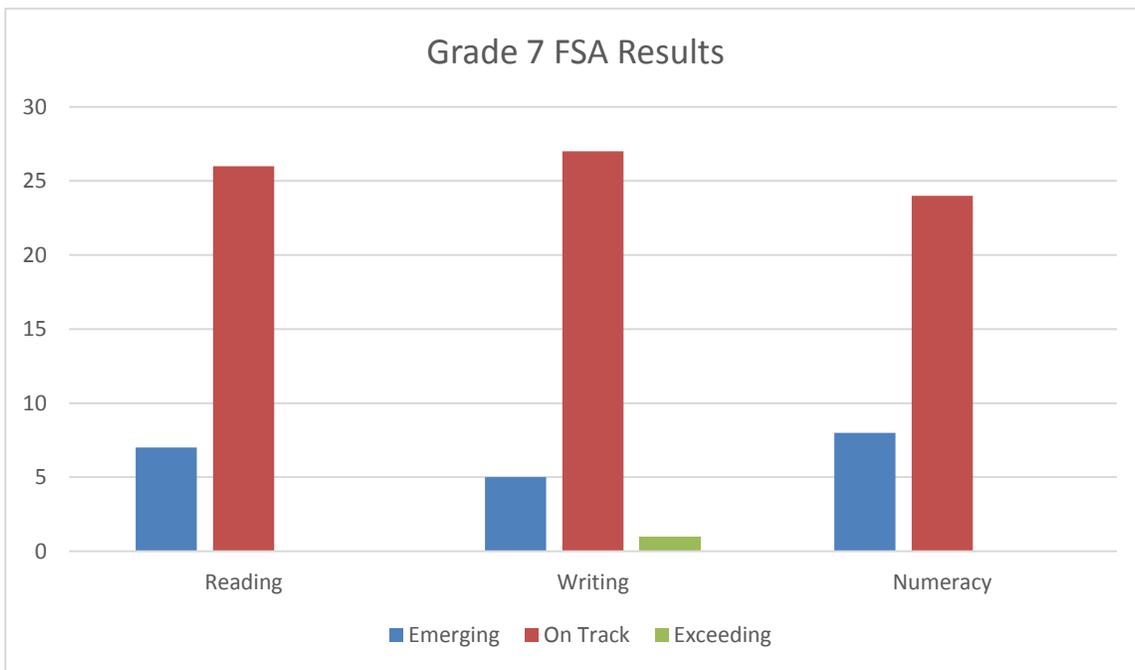
DART: Due to COVID-19 outbreak, and voluntary participation throughout the 3rd term, spring assessments are unavailable.

Grade Level Reading Profile (District Provided):



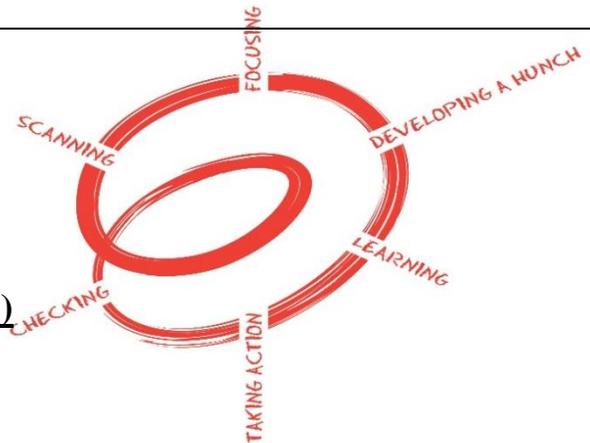
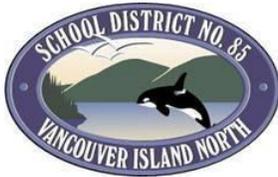
FSA:

SCHOOL PLAN 2020-2021
SUNSET ELEMENTARY SCHOOL



School Selected Additional:

Section 2 – Professional Inquiry



School Inquiry Project Application (2020/2021)

1. **School:** Sunset Elementary School
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?*

This is our third year of Inquiry into the social/emotional well-being of our students. Our first approach was to focus on creating a stronger sense of community in our building through collective ownership of our students and the implementation of consistent language and expectations. In year two, we added a teaching component around anxiety and strategies to respond to it. This year, we will focus on self-regulation (the conscious ability to control thoughts, feelings and behaviour) and co-regulation (responsive interactions that provide the support, coaching and modeling children need to develop independent self-regulation).

SCHOOL PLAN 2020-2021
SUNSET ELEMENTARY SCHOOL

At one time, experts focused on the need for self-regulation strategies for students on the Autism spectrum. What has been noticed time and again, is that these strategies benefit all students and can be extremely helpful for students living with anxiety. Considering that national and global circumstances currently (COVID-19) are anxiety provoking for many families, we expect to see an increase for the need of strategies and interventions related to self-regulation, to help our students remain positive and hopeful during a time of societal dysregulation.

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 need to continue to use consistent language and expectations for students that is school-wide. We also need to continue to foster a feeling that Sunset is a community with shared values. To this end, we will continue to use the slogan “Sunset ROCKS (**R**espect, **O**wnership, **C**ourage, **K**indness, and **S**afety) as our motto, and explicitly explore these concepts and the behaviours associated with them during the beginning of the school year. We will revisit these concepts throughout the year in family grouped activities one afternoon a month as allowed. We will also incorporate self-regulation strategies in our teaching and our family groups.

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 professional learning this year will center on the foundations of self-regulation and the relationship between co-regulation and self-regulation. Time will be set aside monthly for professional learning. We will review existing perspectives and programs associated with the development of self-regulation in order to glean the best practices for application and co-regulation in our classrooms. Staff “experts” will share their knowledge with colleagues as part of our learning.

5. **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 think that the development of consistent language across classrooms as well as a coordinated approach to teaching routines and values is changing the culture in our building. We note more positive interactions with students school-wide, and spontaneous student use of our catch phrase as a reminder to each other of expectations. It is important to visit these values on a regular basis as a reminder to ourselves and to enculturate new staff and students.

We have noticed that our learning around anxiety was anxiety provoking for some students, and that while it is important for students to understand the concept and have the skills to apply strategies as needed, some students remain high or low regulators. High regulators can interfere with classroom culture and low regulators can miss content and concepts. We are attempting to help all students arrive at the sweet spot of calm, alert and learning, through direct teaching and conceptual change.

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 **R**esponse **T**o **I**ntervention)

- *What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*
All staff will be familiar with our motto “Sunset ROCKS,” and the values associated with it.
All staff will use similar language when interacting with students. Our Tier 3 social skills

groups will also adopt this language when supporting skill development. All staff will take collective responsibility for all students.
All staff will include self-regulation lessons and co-regulation strategies in their classrooms.

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?*

We will check in 3 times per the school year (October, February and May). Check-ins will include the following:

Teacher observations:

- Are students responding to lessons on self-regulation?
- Are students using strategies associated with self-regulation with support?
Independently?

Student voice: Pre and post reflection on the concept of self-regulation and self-regulation strategies?

Office referrals: Are we seeing a decrease in office referrals as staff implement co-regulation strategies? If not, why not?

Staff reflection: During each check in, staff will reflect on our collective progress and through formative assessment and plot strategies for further progress that will be assessed at the next check-in.

Base Line Data

Due to the COVID-19 pandemic base line data is incomplete at this time. We will develop part of our base line using student self-reflections.

Office referrals for the 2019-2020 school year equal 213. Note, that the COVID-19 pandemic resulted in the third term of the school year being conducted mostly online, and this base line does not reflect a typical year.

8. Itemize Your Budget Request:

Incidentals (meals, travel)	= \$ 500
Professional Development Resources	= <u>\$1000</u>
Total	= \$1500

Signatures:

School Principal

(VINTA, CUPE)

SCHOOL PLAN 2020-2021
SUNSET ELEMENTARY SCHOOL

Additional School Goals (Optional)

Goal #1 •
Goal #2 •

School Name: Sunset Elementary School
School Year: 2020-2021
Date of Plan: June 15, 2020

Ratified by School
Staff: _____

Signature of Principal: _____