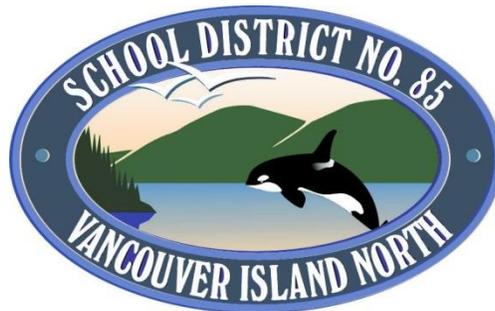


“Bringing Learning to Life”

Sea View Elem/Jr. Sec

SCHOOL PLAN 2020-2021



Principal: Emma Robertson

SCHOOL PLAN 2020-21
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Introduction – School Context

School Mission Statement

“Working together we strive to ensure individual student development through effective education, creating a community of learners in a changing world.”

Introduction – School Context

Sea View School is a small K-10 Elementary/Junior, Secondary School in Port Alice, BC, a village located 45 minutes from the two closest towns of Port Hardy and Port McNeill, on the northern end of Vancouver Island. As of September 2020 there are 25 students enrolled in Kindergarten to Grade 7. As in recent years, our small cohort of students in Grade 7 have elected to attend North Island Secondary School for Grade 8, 9 and 10. There are also Independent Home Schooling students registered with our school and 2 of our students are registered in the online transition program with an anticipated return to school in January 2021.

Sea View School facilities include two separate classroom buildings plus a well-equipped woodworking shop. The woodworking shop and the Home Ec. building is not currently used by the school, but is used by the community through a shared user agreement with the Village of Port Alice. Currently, the space is used for a Thrift Store, meeting rooms, Girl Guides, and a Weightlifting Gym. Two classroom buildings on Nigei Street contain our current school. In the past, the main building housed the office, K/1 and Grade 2-4 classrooms, School Kitchen, the Strong Start room and Henny Penny Playschool; the second (upper) building housed the Grade 5-7 classroom, the learning commons, a resource room and a dated computer lab. For 2020-21, class sizes at Sea View School remain small.

Our “Healthy, Hungry Kids Program” includes a daily Breakfast Club, with healthy snacks available to all, thanks to dedicated volunteers, local donations, and grants. Proceeds from the sale of honey from our honeybees also helps to sustain this program. The school has a long-term focus on gardening, beekeeping, and food literacy. These endeavors provide many rich opportunities for learning, and encourage informed, healthy, life-long choices in our students. For the past three years, Sea View has hosted an Annual Honey Bee Fair on May 29, BC’s Day of the Honey Bee. Due to Covid 19, that did not happen on May 29, 2020. This event usually alternates between an annual school-wide smaller and larger public event which provided opportunities to showcase student learning while engaging community and other schools in hands-on learning about beekeeping, bee products, our observation hive, school gardens, and native pollinators.

Another initiative at Sea View School has been hosting our own School-Community Heritage Fairs. These have occurred every second February, and provide a rich opportunity for learning and hands-on experiences at all grade levels. Sea View School will host its next Heritage Fair in February 2021, and hopes to involve students from other district schools.

Summary of Student Body Assets

All students live within the small village of Port Alice; no students require bussing. In the 2019-2020 school year, Sea View School was composed of three multi-grade classrooms. Morning lessons focus on foundational skills in literacy and numeracy, and interruptions to this teaching and learning time are avoided whenever possible. Afternoons are activity-based, grouped into two divisions, K-3 and 4-7, with lessons integrating all other subjects through personalized, project-based or place-based learning. Core subjects are increasingly integrated and provide genuine applications of literacy

and numeracy skills in addition to learning specialized content and skills.

Multi-age groupings mean that older and younger students are always learning together. It is important that interactions between children of diverse ages are respectful and considerate of one another's different abilities and interests; this is a priority in our small school, and an intentional part of our school culture. Sea View School aims to be a safe and caring place of learning, with consistently high expectations for effort, achievement and courtesy. Staff are informed and intentional about providing options and support for children to self-regulate. As educators, we model growth mindsets and positive strategies for mental health and learning. We provide direct instruction, scaffolding, and opportunities for children to do and be their best in a variety of learning environments. Using information and materials based on the Zones of Regulation (and the Seven Habits of Highly Effective Teens, 2018-19), students are learning about growth mindsets, and practicing ways to be proactive rather than reactive. Students are taught how to recognize when they are not in the best frame of body or mind for learning, and how to personally re-establish that desired level of calm alertness within themselves.

Summary of Student Body Needs

Achievement data collected since 2018-19 indicates that the majority of our students are approaching, meeting or exceeding grade-level expectations in reading, writing, and numeracy. This year 2019-20, the FSA results indicate that 60% of grade 4 students are at the emerging level and 40% are at the meeting level for reading, 80% at the meeting level and 20% at the emerging level for writing. 60% are meeting and 40% are emerging in numeracy (this data is masked due to low number of students – 3). Currently a small cohort within our primary grades is not yet meeting expectations in literacy. This data supports providing literacy interventions as an area of focus for our School Inquiry Project.

Section 1 – Student Achievement Profile

N.B. Due to our low numbers of students in each grade, much of our data is masked.

PRIMARY READING/WRITING

Spring PM Benchmark results indicate that while many students are meeting or exceeding in their literacy skills, there also is a small cohort of primary students who require literacy interventions.

INTERMEDIATE READING/WRITING

Results from Jerry John Assessments and the grade 7 FSA examinations of our intermediate students (grades 3-7) are as follows: 100% meeting in reading, 100% meeting in writing, 60% meeting, 20% extending and 20% emerging in numeracy. Grades 3-6 as follows: 4 students are emerging in reading and writing and the rest are in meeting or exceeding.

FSA RESULTS

The grade 4 and 7 reading and writing results indicate a need to focus on literacy interventions in the primary and intermediate grades.

NUMERACY

This area is stronger. 60% are on track while 40% are emerging both for grade 4 and 60% meeting, 20% emerging and 20% exceeding levels for grade. 7.

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Section 2 – Professional Inquiry

School Inquiry Project (2019-2020; 2020-21)

School: Sea View Elementary Jr. Secondary School

“How will a school-wide implementation of *Joyful Literacy Interventions*, a research-based approach, enable all primary students to read at or above grade-level by the end of Grade Three?”

1. 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?*

Staff are concerned about the number of primary and intermediate students in our school who are currently reading below grade-level. There is a range of results with several primary students exceeding grade level expectations for reading. There still is a cohort of students at Sea View Elementary, Jr. /Secondary School (SVEJSS) of who are reading below grade level according to February/March PM benchmarking data. Data from year one circle chart Dolch words tracking sheets show growth in student learning.

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?

2018-19 was the first year of implementing *Joyful Literacy Interventions*, a research-based approach, which has produced evidence that 90% of children are capable of reading at grade level by the end of grade 2. Research has identified the specific essential skills that enable reading, but teachers know that children take personalized “stepping stones” to become successful readers. The approach outlined by “*Joyful Literacy Interventions*” involves informal assessments of specific pre-reading and reading skills, and corresponding interventions to help children take their next steps as readers. There is an urgency and intentionality to this approach, and a focus on measurable evidence, but an equal emphasis is on providing necessary practice in engaging and joyful ways.

Teachers have noticed that students are highly engaged during weekly “blitzing” sessions with community volunteers and intermediate students leading intriguing play centers embedded with literacy skills in a game environment. This will continue to be a focus for next year for the identified cohort group.

We are building our data; teachers have been tracking the number of Dolch words that students have mastered using circle chart tracking sheets. Benchmark reports are in student files.

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)

- *A focus on data and targeted reading intervention strategies will result in all students reading at grade level.*
- *Going deeper in their learning - next year, teachers will start the year off with lessons learned from the previous year.*
- *Being strategic with the blitzing sessions: where, when, who, and how often they occur is being refined.*

- *The need to develop a student-friendly reading passport that allows students to see their learning targets and have ownership over their learning.*

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 school will continue to collaborate with the Gwa'sala Nakwaxda'xw Elementary School who also use this reading intervention program with their students.*
- *Teacher release time will allow teachers to visit this school and share strategies and resource ideas.*
- *Teachers have committed to professional sharing on chapters in the Joyful Literacy Interventions at each staff meeting.*

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

Our entire teaching staff (our K-3 teacher and grades 4-7 teachers, LART, education assistants, and Principal) will work together to support early literacy instruction at Sea View School by:

- *Reading research and Joyful Literacy texts and facilitating professional sharing at staff meetings.*
- *Connecting with local and provincial colleagues who can share their experiences and suggestions.*
- *Reflecting on the pedagogy, practices, relationships and spaces in our school, and to examine them through the lens of Response to Intervention. Where we find discrepancies, we will need to inform our pedagogy, re-align our practice, re-think our relationships and interactions, and re-design our learning environments.*
- *Provide instruction and on-going conversations with Educational Assistants in the provision of interventions for individuals and small groups*
- *Continuing to redesign the literacy centres to ensure students remain engaged during these sessions.*
- *Creating a student friendly reading passport.*

Tier 1:

- Primary classroom teachers who, with the support of Educational Assistants, our LART, and the Principal, will conduct assessments, share results and determine interventions for individuals and small groups will provide support for all students.
- All students will understand their own learning goals, have a hand in setting them, and be aware of their own progress. They will also have a role to play in being supportive of one another.

Tier 2:

- Interventions for small groups of children will focus on enhanced (more targeted and more frequent) opportunities for practicing and applying specific literacy skills. These interventions will be conducted by the teacher, EA, LART, the principal, and (if needed) trained volunteers.
- The staff in consultation with the principal will create an RTI schedule that meets the needs of all learners.

Tier 3:

- Extra support, if needed, will be determined by the LART in consultation with the School Based Team.

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?*

The evidence we will be seeking includes, but is not limited to:

- *An increase in the mastery (including transference and application) of specific reading skills following interventions (including Dolch word lists).*
- *An increase in individual student achievement in reading, as measured by PM Benchmarks.*
- *By the end of the school year, an increase in the number of students reading at grade level by the end of Grade 3, 4, 5 and 6.*
- *Increased student engagement in reading for identified cohort group.*

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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
Reading	K-7	<p>1. Morning literacy and numeracy times protected with events organized in the afternoon</p> <p>2. Synchronize timetables to allow for ability grouping when desired</p> <p>2. Continue One-to-One Reading Program, 10-week sessions, 3X/year.</p> <p>3. Continue Student Reading Coach Program (Student volunteers from Gr. 5-7 receive training to read with younger students)</p> <p>4. Differentiation to support learning needs with the goal of strengthening academic independence.</p> <p>5. Regular visits to VIRT – establishing lifelong habits for learning and literacy</p> <p>6. Educate and involve parents with the importance and benefit of at-home reading</p>	<p>1. Literacy instruction embedded in all curricular subjects</p> <p>2. Literacy skill strategies included in each unit or theme in overviews.</p> <p>3. Staff will develop their knowledge and skills as literacy teachers in all subject areas. They will use a variety of text to teach and model each reading strategy:</p> <ul style="list-style-type: none"> • making connections • prior knowledge • visualizing • inferring • questioning • synthesizing <p>4. Staff will engage in:</p> <ul style="list-style-type: none"> • professional discussions, reading and/or webinars • literacy pro-d such as Changing Results for Young Readers • our Inquiry Project, which will focus on early reading assessment and intervention (Joyful Literacy). Staff will go deeper in their learning at staff meetings <p>5. Adult and student volunteers will continue to be trained to reinforce reading strategies during One-to-One Reading Time.</p>	<p>Data collection:</p> <ul style="list-style-type: none"> • Benchmarks • Performance Standards • DART • Jerry Johns • Teacher Observations • Joyful Literacy Assessments and Interventions for early readers • Student interviews 	<p>Principal</p> <ul style="list-style-type: none"> • ongoing supervision for learning and support of RTI <p>Classroom teachers</p> <ul style="list-style-type: none"> • in-class development of student reading skills • planning and implementation of targeted interventions for Tier 1 and 2 students. <p>3. LART/SBT</p> <ul style="list-style-type: none"> • Tier 3 intervention <p>4. FNEA/EA</p> <ul style="list-style-type: none"> • individual or small group support for students requiring Tier 2 and 3 interventions. 	<p>1. Access to a variety of reading materials and formats including both fiction and non-fiction at appropriate reading levels for each student</p> <p>3. RAZ Kids for Grades K-4 (online reading program with levelled reading material and individual student accounts with tracking)</p> <p>4. Jolly Phonics Program for all K/1 as well as Joyful Literacy Assessments and Interventions</p> <p>5. Weekly, Joyful Literacy Assessments and Interventions for all students</p> <p>6. Use of Google Read and Write for Intermediate students who are reading below grade-level.</p> <p>7. Use of iPad (all grades) and Chromebook (Gr. 5-7) to reinforce and enhance literacy skills</p>

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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
Written Expression (focus on conventions and form)	K-7	<ol style="list-style-type: none"> 1. Direct instruction and modeling of writing process and techniques 2. Clearly communicating criteria for writing, with a focus on specific traits of writing with student exemplars 3. Student engagement in daily writing for a variety of purposes and audiences. 4. Publish student writing for a larger audience. 5. Timely and constructive assessment focusses on specific learning outcomes of lessons 	<ol style="list-style-type: none"> 1. Teachers will view all subject areas as opportunities for instruction and student development of literacy skills. 2. Literacy skills taught and developed in each unit or theme will be included in overviews. 3. Staff will develop their knowledge and skills as literacy teachers in all subject areas. They will use a variety of methods and materials to help students understand how to effectively use <ul style="list-style-type: none"> • Voice • Conventions • Organization • Ideas • Word Choice and • Sentence Fluency 4. by engaging in <ul style="list-style-type: none"> • professional discussions • professional reading and/or webinars • literacy pro-d such as Changing Results for Young Writers 5. Students will be assessed using School Wide Writes to determine growth and inform instruction during the year 	<ol style="list-style-type: none"> 1. Baseline writing sample from School Wide Write in September 2. Second School Wide Write Assessment in Winter 3. Final writing assessment in June 4. Ongoing in-class formative assessment 	<ol style="list-style-type: none"> 1. Principal <ul style="list-style-type: none"> • ongoing support and supervision of learning • oversee student publication of writing 2. Classroom teachers <ul style="list-style-type: none"> • provide direct instruction model writing skills conduct assessments and implement interventions for Tier 1 and 2 needs. 3. LART/SBT <ul style="list-style-type: none"> • Tier 3 intervention 4. EA & FNEA <ul style="list-style-type: none"> • individual or small group support for students requiring Tier 2/3 interventions 	<ol style="list-style-type: none"> 1. Blended Style and Structure 2. 6 Traits of Writing 3. Performance-Based Standards 4. K-3 Writing Program (Sharar and Pinnell) 5. Google Read and Write for Intermediate students not yet writing at grade level. 6. Use of iPad (all grades) and Chromebook (Gr. 5-7) to reinforce and enhance literacy skills

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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
Foundational Math Skills	K-7	<ol style="list-style-type: none"> 1. Focus on mastery of basic skills 2. Teach strategies for Problem posing and solving (Power of 10) 3. Teach cyclically, rather than unit by unit 4. Project-based math using real-world scenarios and applications 	<ol style="list-style-type: none"> 1. Teachers will view all subject areas as opportunities for instruction and student development of numeracy skills. 2. Numeracy skills taught and developed in each unit or theme will be included in overviews. 3. Teachers will use real-life content and context to teach and engage students in mathematical thinking in each of the curricular competencies: <ul style="list-style-type: none"> • reasoning & analyzing • understanding & solving • communicating & representing 4. Staff will engage in: <ul style="list-style-type: none"> • professional discussions, reading and/or webinars • numeracy pro-d such as Changing Results for Young Mathematicians 	<ol style="list-style-type: none"> 1. Current Grade DMA; administered in September, mid-year and end-of-year to track progress 2. Classroom assessment using Performance Standards 3. IXL Math for skill practice 4. In class and small group support 5. Power of 10 Assessments (optional) 	<ol style="list-style-type: none"> 1. Principal <ul style="list-style-type: none"> • ongoing support and supervision of learning and interventions 2. Classroom teachers <ul style="list-style-type: none"> • Engaging and effective methods of teaching numeracy skills • Ongoing formative assessment, followed by the implementation of targeted interventions for Tier 1 and 2 needs • 5. Frequent review and practice of previously taught skills at different levels. 3. LART Tier 3 intervention 4. EA & FNEA one on one or small group support for students requiring Tier 2 and 3 interventions 	<ol style="list-style-type: none"> 1. Power of 10 resources (K-5) 2. Carol Fullerton resources and blog 3. IXL Math (online math program with individual student accounts and progress reports, K-9) 4. Use of 3-Act Math Problems/Solutions 5. Games & puzzles that reinforce basic skills and mathematical thinking 6. Real-world materials to solve real-world problems

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Additional School Goals (Optional)

Goal #1

Continue to increase the integration of First Peoples Principles of Learning, knowledge and perspectives into all areas of learning

School Name:	SVEJSS	Ratified by School
School Year:	2020-21	Staff: YES (June 2020)
Date of Plan:	June 11,2020; Some minor edits Oct 2020	

Signature of Principal: Emma Robertson _____