



“Bringing Learning to Life”

Sea View Elementary School

SCHOOL PLAN

2021-2022



Submitted: June 16, 2021

Principal: Emma Robertson

SCHOOL PLAN 2021-2022
SEA VIEW ELEMENTARY SCHOOL

Introduction – School Context

School Mission Statement

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

School Context

Sea View Elementary School is a small school located in the village of Port Alice, BC. In previous years the school has been an Elementary / Junior-Secondary School with students attending up to grade 10. Currently there are no students enrolled beyond grade 7. The village is located 45 minutes away from the two closest towns of Port Hardy and Port McNeill, on the Northern end of Vancouver Island. The projected enrollment for September 2021 is 34 students enrolled in grades K-7. In recent years, students have chosen to attend North Island Secondary School in Port McNeill from grade 8 onwards. There are also two families connected to the school but registered as Independently Home Schooling.

The current school is comprised of three buildings on Nigei street which include classrooms downstairs used mostly for the primary grades K-3, a classroom used for language learning, art & music, a ‘focus room’, and a classroom used by the Strong Start program. This is also the building where the main school office is located and the school kitchen where the daily breakfast club is held, providing breakfast (and other meals as necessary) for all students who wish to attend. In the Upper building there is an intermediate classroom for grades 4-7, and a Learning Assistance-Resource room regularly accessed by students needing a quiet space to complete work, small-groups, or students requiring one on one assistance. There is also a Learning Commons (formerly known as the Library) containing books, computers, collaborative work spaces and STEM supplies.

All of our students live within the village of Port Alice and do not require bussing. Many of the students in grades 4-7 make their own way to school on foot or by bicycle, where-as most of the K-3 students are dropped off by a parent or caregiver. Families are generally well-connected to the school and like to be involved in their children’s education.

Summary of Student Body Assets

Due to the small number of students enrolled, the school currently has two multi-grade classes. Multi-age groupings mean that older and younger students are always learning together and the school has a familial feel to the interactions between students. There is a strong sense of belonging and students play together both in and outside of school. The multi-grade classrooms also allow students to develop at their own pace with learning tailored to where they are at, rather than what grade level they are in. It is important that interactions between children of diverse ages are respectful and considerate of one another’s abilities and interests.

Since September 2020, all students from Kindergarten through to grade 7 are receiving second-language education with a focus mainly on French but also opportunities to learn some Kwak’wala and Spanish. A new sensory pathway will be installed in the Primary hallway which has English and Kwak’wala and a goal for the school is to incorporate languages into daily life. We look forward to holding a Cultural Fair in the Spring of 2022.

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One of the biggest assets to our school is the location which allows us to have a focus on place-based learning so that we can include genuine applications of literacy and numeracy content applied to the local environment. Both the school and the Sea View PAC invested in STEM supplies for the learning commons in 2021, so our students also have rich opportunities for project-based learning and collaborative problem solving. We aim to integrate curricular competencies and core content into collaborative, hands-on activities, which can take place outdoors year-round and give students access to skills they can develop both inside and outside of the classroom.

Staff are continually learning about positive strategies for student mental health and well-being. Two staff members will be attending a Mental Health First Aid workshop in September 2021 to ensure that we have the most up to date resources for supporting the various student mental health needs. Sea View School aims to be a safe and caring place of learning with high expectations for effort, achievement, respect and kindness. Staff are informed about providing opportunities for students to self-regulate. As educators we model growth mindsets and positive strategies for self-regulation and learning. We will be continuing the 'Friendship Club' which gives students the chance to play together and participate in supervised fun activities which are designed to promote kindness and collaboration.

Summary of Student Body Needs

We anticipate that in September 2021, due to students returning from home-schooling, online schooling, and other scenarios during the CoViD-19 pandemic there may be an increased need for building community within our school and classrooms to integrate new and returning students. There may also be some adjustment time needed for students to settle back into school routines and classroom protocols.

We recognize that the past year has been challenging for many students and their families which may impact student behaviours at school. Additionally, we have noticed a few students are dealing with anxiety that is in some cases directly and other times indirectly related to CoViD-19 and the changes over the past year. We have a strong support team to assist with needs related to food security, social-emotional supports and other factors which can impact student achievement.

Achievement data collected in 2020-2021 indicates that the majority of our students are meeting expectations for their grade level in both numeracy and literacy. For the intermediate grades, FSA data showed that all students in grades 4 and 7 are either on track or extending beyond the expected level for reading. FSA data indicated that 89% of all students who took the FSAs were either meeting or extending beyond the expected levels for numeracy and writing, therefore 11% of students who took the FSAs were emerging (not yet meeting) expected levels for numeracy and 11% of all students who took the FSAs were emerging in writing. This indicates that while most students are working at grade level in the intermediate grades, there is a need for targeted interventions to support those students who are not yet working at grade level for numeracy and writing.

Another area of need is to develop students' own abilities to self-reflect on their learning and create meaningful goals for themselves. Students will need to be given more opportunities to self-assess based on their learning criteria/checklists/rubrics, to reflect upon what they have learned and how well they have demonstrated that learning. They will learn to identify areas for future growth.

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Section 1 – Student Achievement Profile

N.B. due to the low number of students in each grade, much of the data for Sea View School is masked.

Benchmarks:

Primary Reading Benchmarks:

Many students are either meeting or exceeding grade level targets in their reading, there is a small number of students who would benefit from targeted reading interventions.

Intermediate Reading Benchmarks:

All intermediate students were assessed with PM benchmarks in September 2020. Many were already meeting or exceeding the PM benchmark for their grade level. At the end of the year 16% of students in grades 4-6 are not yet meeting or approaching while 84% are either meeting or exceeding the PM benchmark for their grade level. All intermediate students moved up their benchmarks from the beginning of the year. 100% of grade 7 students were reading at grade level by June 2021. We also used an Oral Running record assessment designed for grades 3-7 for students who were above PM benchmark 24 which placed 8 students in the Intermediate class as reading at a grade 7 level (therefore at or above grade level).

DMA: The students did not participate in the Diagnostic Mathematics Assessment (DMA) this year. In the 2021-2022 school year, we will be trying out the updated Island Numeracy Assessment for grades 3-7. For more information visit: <http://www.islandnumeracy.ca/index.php/ina-home/>.

Teacher assessment indicates that all students are meeting their outcomes for numeracy in the primary grades (K-3). 16% of primary students were not included in this data as they registered after June 7th and there is not enough information to share.

Teacher assessment indicates that 16% of intermediate students attending in person during the 2020-2021 school year are approaching their grade level while 25% are meeting expectations, and 59% of students in grades 4-7 are exceeding outcomes for their grade level.

Writing Assessment: Grades 4-7 participated in a writing assessment in three parts. They used a graphic organizer (planner) first, then they wrote rough draft, they then used 'ARMS' and 'CUPS' to revise and create their final draft.

31% of grades 4-7 are approaching expectations in writing, 31% are meeting expectations, and 38% are exceeding expectations.

This supports a focus on writing in the 2021-2022 year. We will also be extending the school wide writing assessment process to include the primary grades.

FSA: The FSA data for grade 7 is masked due to the low number of students. FSAs were held in the Spring of 2021 rather than the Fall as was the case in previous years.

Numeracy: The combined grade 4 & 7 data show that in numeracy, overall 22% were extending, 67% were on track (meeting) and 11% were emerging (not yet meeting). This is a marked improvement over last year.

Reading: All students were at least on track in the FSA reading assessments and 33% of grade 4 students were extending (exceeding expected levels) which supports the hypothesis that the targeted reading interventions already in place have made an impact.

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Writing: 89% of students were on track and 11% were emerging. Zero students achieved an extending score for the FSA writing component which indicates that prioritizing written expression should be an area of focus in the coming year.

Section 2 – Professional Inquiry

School: Sea View Elementary Jr. Secondary School

“Does connecting with our natural environment lead to students taking on a role of stewardship of the land and local community?”

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, students and community have expressed an interest in furthering our connection to the local natural environment through meaningful, planned activities that engage students. By learning real-life applications students will be encouraged to make wise use of the natural resources around us.

For the 2021-2022 school year, we would like to begin a new Inquiry Project focused on enhancing student learning experiences and ensuring that all students are actively involved in their learning journey. After over a year of minimizing contact with external partners and the wider community due to CoViD-19, staff have noticed that some students have had difficulty interacting with their peers and focusing in the traditional, indoor, classroom environment. We also observed that some students do not appear to take care of the school environment, leaving garbage outside and expecting others to clean up after them in class. We believe that spending more time learning from nature, students may experience many benefits socially and emotionally, as well as develop a greater sense of respect and responsibility to care for the environment.

We have observed that many of our students participate well in hands-on, collaborative learning activities as opposed to traditional textbook, desk-based learning. Teachers have been creating opportunities for our students to learn about the local lands, cultures, and language in ways that brings learning to life. Some of our students are not yet fully meeting outcomes for their grade level in literacy (particularly writing skills) and we wonder if weaving an environmental theme across all curricula subject areas would help students connect to their written work.

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?

2021-2022 will be our first year of implementing this cross-curricular, place-based inquiry. In this first year of what may become a 2-3 year long Inquiry Project, our focus will be on creating an integrated community of learners. We hope that we will be able to involve community volunteers and experts who can act as role models so that by the end of the first year, all students are excited about and engaged in their learning. We would like to see students develop a role of stewardship over their local environment, starting with their school and home, behaving with *maya’xala* - respect for themselves, others, and the environment.

Our focus will be on incorporating the theme of ocean ecosystems (specifically: salmon/’kutala and the orca/max’inux) across many curricular areas so that all students become ‘experts’ at this topic. Students should feel confident in demonstrating their learning in a variety of ways, including real-world applications

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of the knowledge. We hope students will make connections to their land-based learning experience when they engage with texts and produce writing. Students may learn geometry in the garden, make connections to their own social structures through comparisons with the orca family structures, learn about ecosystems by studying the ocean, and do math while cooking from ingredients they have picked themselves. There are many real-world applications for writing such as creating posters to warn about the dangers of pollution to the ecosystem, producing informational leaflets about the various ocean fauna, and creative story writing about sea creatures, both real and imaginary.

We also identify the following areas of focus for our staff:

- Staff collaboration and cross-curricular planning to create learning opportunities on the land.
- Theme-based lessons, rather than purely classes blocked as a specific subject such as purely Art or Science.
- Increase community relationships and connections – bring in local experts in marine biology & local plants, connect with Elders who have traditional knowledge of the ways of harvesting plants and wildlife, host community information nights to showcase student learning.

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)

There have been many contributing factors to this situation such as recent high staff turn-over and relative isolation due to CoViD-19. Things have been very different for the students this year and over the past few years there has been more reliance on technology and use of screens, especially in 2020 when some students were learning at home and online. We are seeing a need for students to get outside and reconnect with nature, and feel a need to reopen connections with community to help support student development.

We predict that attendance issues/tardiness will be reduced for students who have attendance issues, if they are able to learn outdoors through relevant, engaging activities. Engagement with academic learning is better when students feel connected to two or more adults and to their school community during learning activities. Teachers will endeavour to provide meaningful learning opportunities in a variety of settings.

We believe that by students connecting with the local natural environment we will be using many of the OECD's core principles of learning which also align with the First Peoples' Principles of Learning.

- Learners need to be at the centre of their learning and fully involved
- Learning is social in nature
- Connecting emotionally is integral to learning
- All students should be stretched (growth mindset, supported to reach beyond their current levels)
- Stories help us remember

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?

- Staff will be encouraged to choose professional development opportunities with a focus on place-based/project-based/passion-based learning.
- Invite community members who have local place-based knowledge to work with students on the land.
- Collaborate with other schools who have already developed comprehensive place-based programs.
- Teachers should set goals for each curricular area and include place-based learning lessons in their curricular overviews with explicit links to curricular competencies and Big Ideas.

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- More professional development is needed on how to teach in a more integrated, cross-curricular approach with meaningful project-based learning (not as a separate stand-alone session).
- Make time for collaboration.

5. Taking Action: What are you doing about it? What will staff do differently? How will you know if it's working?

- Principal will ensure that monthly staff meeting is a place to share learning and collaborate. We will check in at each staff meeting.
- Teachers will look for opportunities to produce meaningful lessons outside as much as possible.
- Teachers will collaborate with administration to organize field trips.
- Teachers will work with the FNEA and request Elder and Role Model participation in learning activities.
- School staff will look into developing a dedicated outdoor classroom space and Principal will communicate with district.
- Fund raising for field trips and outdoor classroom space.

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? – regularly at staff meetings (see above). How can you do it in a way that allow for immediate adjustment?

We will use a variety of ways to assess if we are making a difference. Most of the ways to assess will be observational in the first year and we will review progress at the end of each term and adjust our Inquiry Project focus as needed.

Things we will be seeking to assess if we are making a difference:

- Fewer behavioural referrals to the office at break and lunchtime (healthier relationships between peers).
- More diverse groups working together for a common purpose – eg, students choose to work with others outside their usual peer group, students choose to work with others based on a common area of interest such as building a structure, community clean up, designing a website, etc.
- Classroom teachers work together often on outdoor lessons and projects.
- More students taking on leadership roles in the intermediate grades.
- Classes will host community events to showcase their learning.
- Students take more ownership and responsibility for their surroundings (cleaner school grounds).
- Elders and Community members are involved in learning experiences.
- Student attendance records (and post CoViD enrollment) indicates higher attendance.
- Students appear happy, healthy, and excited about learning new things.

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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
Literacy						
Written Expression	All K-7 Specific interventions for students identified as not yet meeting & approaching grade level.	Direct instruction and modelling of the writing process and techniques. Clearly communicating criteria for writing using student exemplars to emphasis specific traits of writing. Providing rubrics to allow for students to self-assess based on criteria provided. Student engagement in daily writing for a variety of purposes and audiences. Timely and constructive assessment focusing on specific learning outcomes of lessons. Publish student writing for a larger audience.	Teachers will view all subject areas as opportunities for instruction and student development of literacy skills. Literacy skills taught and developed in each unit or theme will be included in overviews. Staff will develop their knowledge and skills as literacy teachers in all subject areas. 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 Students will be assessed using School Wide Writes to determine growth and inform instruction during the year.	Baseline writing samples from a school wide write in September. Second school-wide writing assessment in Winter. Final School-wide writing assessments in late May 2022. Ongoing formative assessments in class. Staff 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 	Principal: Ensure that student writing is assessed and published. Ongoing supervision of learning. LART: Tier 3 intervention and to work with teachers to support those working below grade level. Teachers: provide direct instruction and model writing skills. Teachers: ensure they carry out school-wide writing assessment. Provide scaffolded supports for all students who need them. EA & FNEA: individual or small group support for students requiring interventions and support.	6 Traits of Writing. Performance-Based Standards. Graphic Organizers. Google Read and Write for Intermediate students not yet writing at grade level. Use of iPad (all grades) and Chromebook (Gr. 5-7) to reinforce and enhance literacy skills.

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1. Student Learning	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities	4. Resources
Numeracy						
<p>Foundational Math Skills.</p>	<p>All students:</p> <p>K-3 focus on mastery of basic skills.</p> <p>K-7 problem solving and mathematical vocabulary.</p> <p>Targeted supports for students requiring Tier 2 & 3 interventions for math.</p>	<p>Focus on mastery of basic skills.</p> <p>Teach strategies for Problem posing and solving (Math Talks, manipulatives, power of 10).</p> <p>Teach cyclically, rather than unit by unit.</p> <p>Project-based math using real world scenarios and applications.</p>	<p>Teachers will view all subject areas as opportunities for math instruction and student development of numeracy skills.</p> <p>Year Overviews will include numeracy skills taught and developed in each unit or theme.</p> <p>Teachers will use real-life content and contexts to teach and engage students in mathematical thinking in each of the curricular competencies:</p> <ul style="list-style-type: none"> ○ Reasoning and analyzing. ○ Understanding & solving. ○ Communicating & representing. <p>All staff will engage in professional discussions and share numeracy pro-d.</p>	<p>Island Numeracy Assessment to be carried out each year (grades 3-7).</p> <p>DMA may be used to track progress in September, Feb/March, and at the end of the year.</p> <p>Classroom assessment using performance standards.</p> <p>Daily 'Mad Minutes' for grades 3 and up.</p> <p>IXL Math and Prodigy for Math skill practice.</p> <p>Power of 10 Assessments.</p>	<p>Principal/LART:</p> <ul style="list-style-type: none"> - Ongoing support and supervision of learning interventions. - Tier 3 interventions as necessary. <p>Teachers:</p> <ul style="list-style-type: none"> - Ongoing formative assessment, followed by the implementation of targeted interventions. - Engaging and effective methods of explicitly teaching numeracy skills. - Frequent review and practice of previously taught skills at different levels. <p>EA & FNEA:</p> <ul style="list-style-type: none"> - One on one or small group support for students requiring Tier 2 and Tier 3 interventions. 	<p>Power of 10 resources (K-5).</p> <p>Instructional Routines Cards - BC Numeracy Network & list of online 'Math Talks' resources.</p> <p>IXL Math (online program with individual student accounts and progress reports) K-7.</p> <p>Prodigy accounts with progress reports (intermediates).</p> <p>Use of 3 part math problems and solutions.</p> <p>Games and puzzles that reinforce mathematical thinking.</p> <p>STEM projects in Learning Commons.</p>

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1. Student Learning	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities	4. Resources
Social Responsibility						
Developing greater social competence for learners in order to positively affect achievement.	All	Zones of Regulation. Morning Meetings with a focus on building social skills. 'Friendship Club'.	Mental Health First Aid Course for two staff members (September 30, 2021). Zones of Regulation Training.	Fewer disruptions due to behavioural issues and dysregulated learners. Track behaviour referrals in MyEdBC.	Teachers: class meetings & Zones of regulation. CYCW: targeted interventions using zones. LART & School Counsellor: support with Zones of Regulation.	<ul style="list-style-type: none"> ○ School Counsellor, ○ CYCW, ○ LART, ○ Zones of Regulation Program, ○ Morning Meeting Books, ○ Community volunteers for fun activities/clubs.
Student self-reflection on core competencies.	All	Teaching a Growth Mindset Teaching how to self-reflect with specific language.	Staff Meeting to focus and collaborate, Student self-reflection and self-assessment.	Student self-assessments based on core competences,	Classroom teachers	Student Self-Reflection Exemplars/ Templates.
Self-regulated learners and fewer behaviour disruptions.	All	Zones of Regulation. School Assemblies to promote Social Emotional Learning. Prize draws for showing Maya'xala and receiving a 'Kindness ticket'.	Staff Meeting to focus and collaborate.	Students vernacular includes SEL language. Ongoing use of My Education BC for behaviour tracking.	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.	CYCW PAC for prize donations.

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Additional School Goals (Optional)

Goal #1

- Take learning outdoors in meaningful ways every day.
- Learning from the environment (also our Inquiry Project focus).
- Create an outdoor classroom space.

Goal #2

- Community Connection

Since CoViD-19 meant all of the larger events were cancelled and we were not able to welcome community visitors freely into the school, we aim to reconnect with community and hold community events such as BBQs, a Cultural Fair, and Assemblies (if allowed) this year.

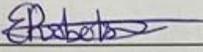
Goal #3

- Continue to integrate the First Peoples' Principles of Learning, Knowledge, and Perspectives into all areas of learning.

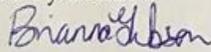
A lot of progress was made in this area in 2020-2021 by staff and students.

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School Year: 2021-2022
Date of Plan: June 16th, 2021

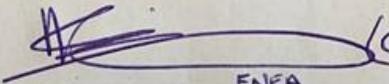
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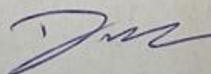
Signature of Principal: 

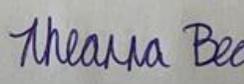
Ratified by School

Staff:  (VINTA)

 (Janet VINTA)

 (CUPE)
FNEA

 (CUPE)
CYKW EA

 (CUPE)
Secretary