



SALT SPRING ELEMENTARY

EPIC SCHOOL PLAN

SUMMARY

For the past two school years, staff at SSE engaged in an EPIC grant looking at ways to differentiate instruction in numeracy to better serve our learners. The highlights of this project included: greater teacher confidence in numeracy instruction; increased student engagement and achievement in numeracy; reduced math anxiety among students; improved classroom structures to better serve our learners and increased collaboration among SSE staff. As we transition into a grade K-7 school with new staff, it is prudent to continue with the goal for another year, so that our change in practice becomes part of our school culture—just the way we do math at SSE!

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



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SCHOOL IDENTITY/CONTEXT

Located in the heart of Ganges, SSE enjoys easy access to the local pool, public library, community theatre, parks, forests and beaches. Walking field trips are a big part of the school experience for our students. With two lush gardens, a garden program for every class, and an outdoor classroom, our school community is committed to providing outdoor learning opportunities for our children. We have a dedicated PAC and enjoy partnerships with several community organizations including Big Brothers/Sisters, The Circle, and The Salt Spring Conservancy. SSE is a vibrant and dynamic learning community that is committed to ensuring students experience an inclusive, equitable and welcome school, free of racism. We believe in delivering high quality curricular and core competency educational experiences for students, to support their pathway to ultimately crossing the stage at graduation with dignity, options and purpose.

*Our school identity and culture aligns specifically to FESL Ministry Outcomes #3,4,5 and FESL District outcomes C, D,E.

OUR STORY

The last two school years have been unprecedented in many ways. In addition to navigating changing protocols and systems during a global pandemic, our school district underwent a configuration review that saw SSE move from a K-5 English school of about 160 students to a K-6 English and Late French Immersion school of about 200 students in 2021/22 and is now a K-7 English and Late French Immersion school of about 250 students in 2022/23. Students, staff and parents showed incredible resiliency and flexibility throughout the many changes and challenges. Not only did students survive the school year, they thrived. The school community kept student learning and joy at the center, even in difficult times. Staff dug deep and continued to enhance their professional practice, with a specific focus toward improving numeracy outcomes for students. In the Fall of 2020 SSE intermediate teachers noticed a huge range of numeracy abilities in their classes. After researching best practices and with a great deal of collaboration, several SSE teachers engaged in an Epic project that focussed on implementing “math workshop” as a structure to differentiate and target numeracy instruction. What began as a few teachers invested in improving numeracy instruction grew to a whole school focus with full engagement in less than a couple of years. As a school community, we support ALL students in meeting or exceeding grade level expectations in literacy and numeracy for each grade level.

*Our school story aligns specifically to FESL Ministry Outcomes 1 and 2 and FESL District Outcomes A.

GOAL STATEMENT

Goals:

For ALL students/staff we will:

- Improve student achievement in numeracy
- Enhance student confidence in, and enjoyment of, numeracy
- Increase teacher confidence in, and enjoyment of, teaching numeracy
- Reduce student’s anxiety around mathematics

*Our school goals align specifically to SD64 Enhancement Agreement Goals 1 and 4 (Belonging and Success) And FESL District goal 2.1 (Numeracy)

EPIC REFLECTIONS

“You measure the size of the accomplishment by the obstacles you have to overcome to reach your goals.”

-Booker T Washington

“There are so many things (that I like about SSE). How cared for my child is & how happy he is to go to school are the most important to me.”

-SSE parent.

“Most of my students said that math is their favourite subject.”

-Grade 1 teacher

“It’s a community – it makes me so happy that the teachers know my kids, not just theirs.”

-SSE Parent

Team Inquiries:

“How can we continue to differentiate instruction to meet the needs of all learners?”

“How can we create opportunities for students to feel challenged, successful and excited about math?”

AREAS OF STRENGTH/GROWTH

Strengths:

- Hard working and active PAC
- Experienced and dedicated staff
- Central location with easy access to rich learning opportunities in the community
- Strong Music, Gardening and Nature Based learning programs
- Excellent progress made in math program (last year's Epic)
- Welcoming and friendly culture

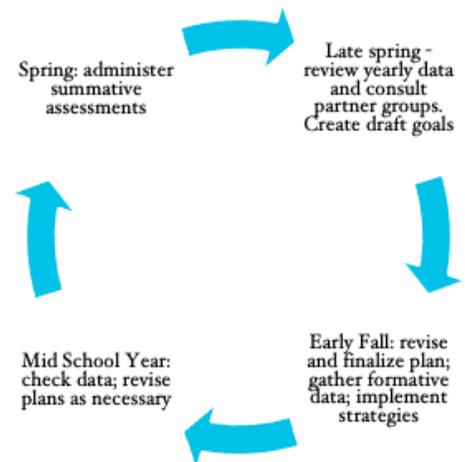
Growth Areas:

- Differentiation in numeracy instruction
- Strategies to develop student number sense, problem solving and flexible thinking in mathematics
- Integrating hands-on and nature based lessons in numeracy
- Infusing indigenous ways of knowing in numeracy

PROCESS FOR REVIEW/REVISING/DETERMINING

Iterative Review Cycle:

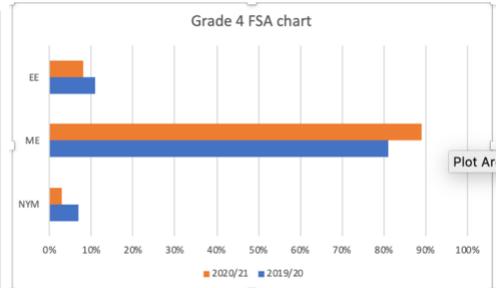
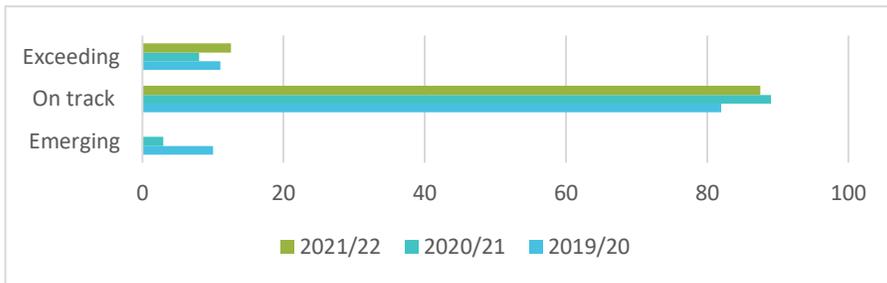
Parents, students and staff were consulted in the development of this plan. Multiple sources of data were considered, including report card marks, FSA, grade 4 learning survey, PAC meeting discussions, and school created parent and student surveys. The school growth plan team includes all school staff with contributions from students and parents. Consultation and ensuring the voices that comprise our school community are equitably represented are important aspects to ensuring a coherent and aligned approach to meeting our outcomes in a meaningful and impactful way. We have created an iterative approach to implementing our goals that uses formative data and story to impact practice and is fostered through a sprint-style approach.



FOCUSING DIRECTION

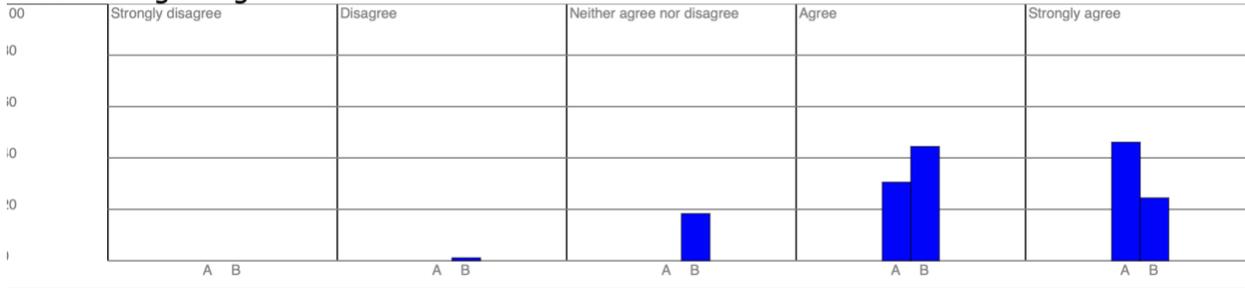
PURPOSE – DATA

FSA Numeracy (Grade 4)



Grade 4 Student Learning Survey A=SSE B= SD64

I feel I am getting better at math.

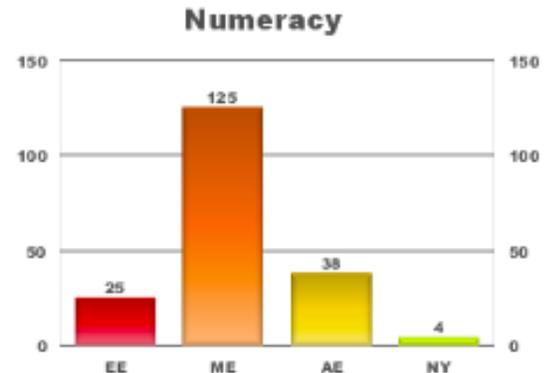
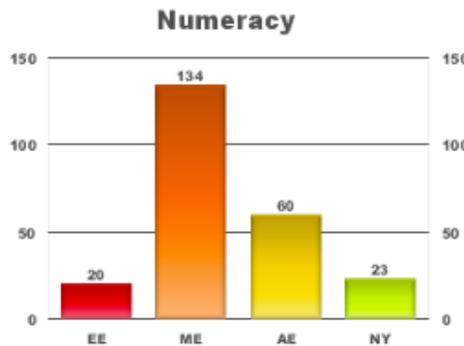
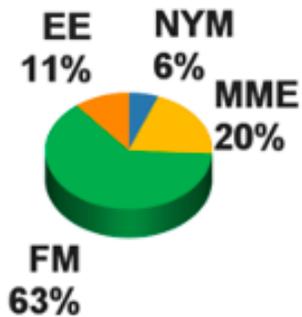


Ipass Numeracy Data

Summative 2020/21

Term 1 2021

Summative 2022



ASSOCIATED ACTIONS

- Assess students early in the school year, inputting data into iPass and break students into groups for targeted instruction
- Identify and support students needing early intervention through SBT data review cycles
- Establish a bank of common quality math games to be taught in every classroom with supplies being accessible and universally available in the staff room
- Collaborate and share methods for differentiation, including strategies for “math workshop” and number talks.
- Focus on number sense and essential skills as identified by the Richmond school district
- Provide numeracy instruction that includes concrete and visual representations of concepts
- Integrate numeracy into other themes and subject areas and make this cross curricular connection visible
- Bring numeracy lessons outdoors
- Model and nurture growth mind set (mistakes are part of learning)
- Host family math nights that celebrate and enable students to demonstrate their learning, and provide opportunity to collect family feedback at these touch points
- Organize buddy classes to play math games together, and share learning

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS

- Continue to consult with PAC on a regular basis
- Survey students, parents and staff at regular intervals to inform practice
- Publish math progress, tips, ideas and celebrations in the newsletter and on the school website
- Invite guests into the school to share how they use and enjoy math in real life situations

STAFF/SHARED WORK

- Staff will have multiple opportunities to have input including class reviews, staff meetings and planning day
- Collaborative teams will be formed to regularly check in and revise the plan
- Regular staff meeting time will be allotted to discuss progress. We will conduct a check in at the start of each staff meeting where staff will share their EPIC moments from the past month as they relate to our school goals and identify an EPIC moment to craft for the next month. These will then be made visible either on our staff Sharepoint page and/or the staff room EPIC celebration wall
- Shared visioning and professional learning will occur at a staff retreat early in the school year
- We will create an EPIC celebration wall in the staff room where our school goals and actions will be made visible

STUDENT VOICE

- Produce a student and teacher created slide show or iMovie celebrating our math learning journey and students success
- Involve grade 7 leadership team in organizing math challenges and theme days
- Invite students to teach each other and their parents math games and strategies
- Engage students in self reflection on their math learning
- Collect school wide student survey feedback 3x per year identifying student self-assessment on enjoyment, confidence and anxiety levels regarding math

EPIC REFLECTIONS

"If you want to go fast, go alone. If you want to go far, go together."
-African Proverb

"My clients (students) report being less anxious about math and enjoying math more."
-SSE School Counsellor

"One of the shining parts of this project has been teacher engagement. When teachers feel more confident, students feel more confident and that is the whole point."
-SSE School Principal

"Playing math games helps you learn new strategies"
-SSE student

"The EPIC math project continued to enable small, teacher led math groups. Consequently, math concepts were reinforced through math games and opportunities for flexible and differentiated learning allowed for more individualized feedback and support."
-Intermediate Teacher

"Whenever I say it is free choice time, the math games come out."
- SSE Teacher

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM

THIS WORK?

Building upon the success our team has experienced in the past two years with math at the forefront of our goals, we will extend our learning by increasing the visibility of our goals and outcomes, and welcoming the engagement of new staff. We anticipate our shared math goals will help to foster a coherent approach and esprit de corps for our new staff team.

Through our shared professional learning approach and math groups work, staff will extend learning in:

- How to organize and run “math workshop” and embed these concepts into daily practice
- How to use math talks to ignite discussion and engagement for learners
- Best practices in math instruction
- Where to find excellent resources
- Strategies for fostering conceptual understanding that is developmentally appropriate
- Confidence in their abilities

WHAT SKILLS WILL WE FOSTER WITH STUDENTS FOR THEM TO EXPERIENCE SUCCESS?

- Strong foundational skills in numeracy
- Flexible thinking and perseverance in problem solving
- Growth mindset strategies and tools
- Confidence and enjoyment in math
- An attitude that math is fun, achievable, and the belief that everyone can be good at math

APPROACH TO PROFESSIONAL LEARNING?

- Staff will work collaboratively to review assessment results and plan next steps for learning
- Staff will explore best practice and current research in numeracy instruction
- Teachers will engage in team teaching and model lessons
- Staff collaboration meeting time will be allotted for discussions about numeracy assessment, instruction, and student progress
- Staff will pursue common professional development through professional book club and school based pro-d
- Staff will develop a repertoire of common games and strategies
- Teachers will visit other classes at SSE and Fernwood to view numeracy instruction in action
- Purchase, explore and pilot Graham Fletcher’s tool kits for developing foundational numeracy skills
- Provide teacher collaboration and support time to create structures for differentiation in numeracy instruction that will build capacity and allow for the program’s sustainability

EPIC REFLECTIONS

“The support has helped the students who struggle with math.”

-SSE EA

“For me collaborating with colleagues was powerful.”

-SSE teacher

“I can count to 120,000!”

-Kindergarten student

“Math games make you use your brain and that is a very good thing.”

-SSE student

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

Success will look like all students making significant gains in their numeracy skills. In particular, building the foundational skills of those students not yet meeting expectations in numeracy is crucial.

The aim is to have all students make at least one year’s worth of growth in the year with some students making greater than one year’s advancement to lessen the gap.

Success will look like all students building confidence in, an attitude towards, and enjoyment of mathematics; that students are ready and excited to pursue high school mathematics when graduating from SSE; and structures are firmly established that provide students with differentiated and targeted instruction.

Short term goals: 80-90% of students ME/EE in Numeracy and 80-90% of students expressing confidence and enjoyment in numeracy.

Long term goals: 100% of students ME/EE in Numeracy and 100% of students expressing confidence and enjoyment in numeracy.

STUDENT ACHIEVEMENT DATA

The following data will be collected:

- Student survey
- Formative assessments (iPass)
- Report card marks
- FSA results
- Parent survey
- Class review data

STUDENT EXPERIENCE EVIDENCE

- Student self reflections
- Student and teacher created slideshow or iMovie celebrating numeracy and achievements
- Math nights for families, where students can demonstrate confidence, joy and success in their learning
- Student and staff testimonials