

**Edwin S. Richards
Integrated Arts
Elementary School
Mission Public School District**

**Action Plan For Learning
2017- 2020**

School Context

Edwin S. Richards Elementary School, located in Mission, British Columbia, is a designated school of choice (September 2013). Its vision is to move its students to a place where creativity, collaboration, leadership, and thinking skills go hand in hand to provide active, positive, and effective learning experiences.

Classroom teachers, while not having fine arts degrees, are actively pursuing innovative ways in which students can demonstrate their understanding with and through the arts. Professional discussions, staff collaboration, as well as partnerships with artists in residence and parents have provided the keys necessary to unlocking the door for the school's continuing arts journey. The process of using the arts to provide rich learning experiences for its students is paramount and the school celebrates with its community each spring through a presentation of its arts learning.

E. S. Richards students are respectful. It is not uncommon for presenters and visitors to the school to comment on the polite and courteous students at the school. E. S. Richards has a school code-of-conduct reviewed each year by parents, staff and students and the W.I.T.S strategies are taught school-wide. Students are consistently expected to behave in respectful, responsible and safe ways. Conflict is first approached in a restorative manner and all students experience discipline that is appropriate to their age, the context of the infraction and past issues. Suspensions from school due to behaviour are extremely rare occurrences.

Aboriginal students at the school report that they "feel proud" of their culture. All students at the school have opportunities to learn Halq'emeylem and participate in Aboriginal cultural and educational activities.

Scanning:

FSA and classroom based assessments indicate that most students are meeting expectations in literacy and numeracy. However, we know that *some* students who are not meeting expectations in primary grades continue to do so as they move through the grades despite our interventions. We would like this to change. Additionally, we would like students who are "minimally meeting expectations" to move to the "fully meeting expectations" category. What we notice is that the students who struggle in the Primary Years are most often still struggling in the upper grades.

Increasingly students' social and emotional challenges negatively influence learning. Parents at ESR report high levels of anxiety in their children. These issues impact attendance, completion of school days and cognitive focus when children are in the classroom. We are wondering about the use of "mindfulness" and ways to organize the rooms and the daily schedules to calm children. Kindergarten and Primary Teachers note a significant increase in children with self-regulation challenges which is expected when we look at the results of the Early Developmental Index.

Students are offered personalized ways in which to learn and deepen their own interests through school wide Genius Hour Fairs and individual classroom learning opportunities. The Genius Hour or "Passion Project" is an inquiry based strategy that students, parents and teachers have found valuable.

Focus:

- Continued focus on learning foundational skills (reading, writing, numeracy) through integration of the arts.
- 21st Century Learning skills through inquiry-based approaches to learning.
- Social and Emotional learning: focus on self-regulation skills and a healthy school climate.
- Identifying and targeting interventions to kindergarten and grade one students

Inquiry Question:

Will sustaining the professional conversations, collaboration and focus on integrating the strands of the Arts into the curriculum begun during the 2016/2017 school year increase the numbers of students Meeting and Exceeding Expectations in numeracy, reading, writing. The focus of the collaboration includes is mindful of British Columbia's Mandate of the School System (see Appendix), and includes:

- Strategies for using inquiry re. teaching and learning in the 21st Century
- Increased use of technology to support teaching and learning
- Use of the Student Numeracy Assessment & Practice SNAP grades 2 – 6
- Mindfulness strategies in the classroom and Self-Regulation School-Wide
- Use of integration of the arts into the curriculum to promote engagement and learning.
- Focus on Kindergarten / Grade 1 “at risk” learners

New Professional Learning:

- Meet in grade groups to collaborate on Inquiry Question
- Build in collaboration time during staff meetings
- Learn and use the Jump Math materials to support success in numeracy
- Learn and use the SNAP
- Utilize Professional Development opportunities such as: contractual Professional Development Days, School and District organized events, and by participating in District and Provincial Learning Networks such as the Early Learning Group, Network of Inquiry and Innovation.
- Build a “live binder” of teacher created resources
- Participate in opportunities offered through, NOII, and other networking groups

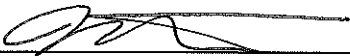
How Will We Monitor and Adjust Our Actions?

- School wide, base line data will be collected in June 2016
 - School Wide Write & DART
 - Student Numeracy Assessment & Practice SNAP grades 2 – 6
 - Bench Mark reading Data and Standards in primary classes
- School Based Team Meetings
- Reviews of Report Cards
- Attendance
- Student surveys

Action Plans:


- Continued focus on extra support for “at risk” students via School Based Team.
- Continue to use the District’s response to intervention model of support
- Use of Aboriginal literature in the school and borrowed from the District Aboriginal Library.
- Continue to integrate Aboriginal ways of knowing and culture into the curriculum by using the expertise and services of the Aboriginal liaison worker, Halqeméylem language teacher, and District cultural workers.
- Continue to collaborate on an Arts Based pedagogy and work with an Artist in Residence.
- Continue to embed the use of technology into the curriculum to engage and deepen student understanding.
- Focus on guided reading and reading recovery strategies in the primary classes.
- Increasing the time provided to students to read and write in school and encouragement to read at home.
- Continued reading programs such as: Little Readers, Reading buddies, Reading mentors, and Guided Reading
- Continued focus on identifying and teaching to struggling Early Learners
- Create and promote school-wide initiatives to promote self-regulation in all learners
- Continue to integrate the arts into the curriculum using the theme of “flight” for the 2017 / 2018 school year.

This school growth plan has been written, reviewed and supported by:



Melinda Dempster, Principal

May 18 / 17
Date



Sharon Widdows, Vice Principal

May 29, 2017
Date

Angus Wilson, Superintendant

Date

Rick McKamey, Board Chair

Date

Appendix

STATEMENT OF EDUCATION POLICY ORDER (MANDATE FOR THE SCHOOL SYSTEM) BC Ministry of Education Governance and Legislation Branch D-89 Authority: School Act, section 169 (3)

*Government is responsible for ensuring that all of our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.