



# Framework for Enhancing Student Learning School Plan

**Palsson Elementary K - 3**





## Our Story

Palsson Elementary School has approximately 183 students for the 2021 – 2022 school year. Our students are currently organized into 9 divisions in Kindergarten to Grade 3. Our school is unique in being the only K-3 school in our district. Our students reflect a diverse range of abilities, needs and socio-economic backgrounds. Palsson is the only primary school in the town of Lake Cowichan, a growing community. We have a before and after school care program on site as well as a thriving Strong Start program for 0-to-5-year-olds. In the latter half of 2021 we will have a daycare facility built on site that will provide 27 pre-school spaces.

Palsson school is located on the traditional unceded lands of the Ts'uubaa-asatx people, we appreciate and value the connectedness we have to this land where we live, learn, and play. We enjoy a positive connection to our community. Our school property includes Friendship Forest with Oliver Creek, a fish bearing stream. The forest provides our school and greater community with so much natural beauty to enjoy. It is a treasure that our students and teachers explore daily on their journey of learning. We have two outdoor learning spaces that staff and students use to take the learning outside. Students also enjoy these spaces during outside playtime to sit and visit with friends or use for imaginative play.

Our staff has engaged with deeper learning around the British Columbia Early Learning Framework and are working to incorporate its elements into their practice of play-based learning. We all work collaboratively to maximize the potential of each learner. Growth is fostered and encouraged, with the social, emotional, educational needs and abilities of each child in mind. This occurs within our safe and caring environment.



## Our Learners

### **Our Strengths as Learners (students & staff):**

Relationships, growth mindset, strong feeling of school community, inclusive and supportive, nature loving, engaged and joyful.

Students expressed their thoughts with statements like:

- I love my teacher
- I'm so happy to be back
- I wish school wasn't over
- The best part of school is seeing my friends and teachers
- I can't wait to learn about that
- Can we stay in the forest longer

Staff upon reflection of our past school goals shared what they are wanting to focus on:

- Deeper exploration of the Early Learning Framework
- Leadership opportunities for the grade 3 students
- Focus on 5 elements of play-based learning
- K – 3 Early literacy strategies – Explicit teaching of the 5 foundations of reading
- Environmental stewardship
- Continuing the exploration of the First Peoples Principles of Learning

Our Student Learning Survey data of grade 3's showed that 99% of students felt they belonged at school. (Is school a place where you feel like you belong?) The data also showed that 100% of students surveyed felt 4 or more adults cared for them at the school. (How many adults do you think care about you at your school?)

**Our Stretches as Learners (students & staff):**

Based on our school assessment data from the Early Success Screen, 79% of Kindergarten students are ending the year proficient or extending in skills. But this growth does not continue through grade 1, 2, or 3.

The stretches are in literacy (Reading & Writing) for grades 1, 2, & 3.

***Assessment Report (Totals)***

***Printed on July 5, 2021 10:49:20***

	1 Emerging	2 Developing	3 Proficient	4 Extending	5 Insufficient Evidence	Total
<b><i>Grade 01 Reading 2021</i></b>						
Snapshot	12 (32%)	10 (27%)	10 (27%)	5 (13%)	0 (0%)	37
<b><i>Grade 02 Reading 2021</i></b>						
Snapshot	16 (42%)	2 (5%)	12 (31%)	7 (18%)	1 (2%)	38
<b><i>Grade 03 Reading 2021</i></b>						
Snapshot	15 (51%)	5 (17%)	1 (3%)	7 (24%)	1 (3%)	29

Data for Reading states:

- Grade 1 59% are in the Emerging or Developing range with 41% proficient or above.
- Grade 2 47% are in the Emerging or Developing range with 49% proficient or above.
- Grade 3 68% are in the Emerging or Developing range with 25% proficient or above.

***Assessment Report (Totals)***

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	1 Emerging	2 Developing	3 Proficient	4 Extending	5 Insufficient Evidence	Total
<b><i>Grade 01 Writing Updated 2021</i></b>						
Snapshot	6 (16%)	13 (35%)	16 (43%)	2 (5%)	0 (0%)	37
<b><i>Grade 02 Writing Updated 2021</i></b>						
Snapshot	13 (34%)	13 (34%)	10 (26%)	1 (2%)	1 (2%)	38
<b><i>Grade 03 Writing Updated 2021</i></b>						
Snapshot	10 (35%)	14 (50%)	3 (10%)	1 (3%)	0 (0%)	28

Data for Writing states:

- Grade 1 51% are in the Emerging or Developing range with 48% Proficient or above.
- Grade 2 68% are in the Emerging or Developing range with 28% Proficient or above.
- Grade 3 85% are in the Emerging or Developing range with 13% Proficient or above.

Our evidence clearly tells us that we need to invest more structured time and specific resources and strategies to these grade levels to help increase the abilities of our academically vulnerable learners. Included in this will also be in depth professional development for teachers at these grade ranges to support them in the implementation of these strategies.

## **Our Goals**

Based on the needs in our school (our stretches) and the Strategic Plan, here is what we will focus on to enhance the success for our learners.

We will be focusing on foundational learning in literacy.

**Goal:** Literacy – Our goal is to improve the reading and writing literacy abilities and level of retention for all students K – 3.

### **Actions:**

We will be addressing the need for a more complete and sustainable data set to inform our practice. We will be implementing a yearly assessment plan. We will also be reviewing these data sets multiple times throughout the year to then guide our practice with all our school-based team members. We will be reviewing early assessments to see how they correspond with this year's end of year data. Due to Covid and the challenges that entailed we know that we are not necessarily looking at a complete and accurate data set. But we need to think creatively and proactively about how we will overcome the academic shortfalls that this pandemic may have contributed to.

### **Yearly plan for assessment:**

- Reading assessments at every grade level 3 times per year – End Sept/ Mid Jan./Mid May
- Writing assessments at every grade level 3 times per year – End Sept/ Mid Jan./Mid May
- Oral language assessments at every grade level 2 times per year – Mid Oct./ Start Feb.
- School based numeracy assessment at every grade level 2 times per year – (to be determined – assessment tool finalized)
- Review of results with grade specific teams after each assessment period.

### **Other actions needed:**

\*Review and analyze end of year and Sept. data to plan specific and targeted instructional plans and apply intensive interventions where needed.

\*Use evidence-based literacy strategies in all grades

\*Staff participate in “Supporting the Independent Reader” district professional development opportunities

\*Explicit teaching of the 5 critical reading components (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension)

### **Measures:**

PM Benchmarks

Heggerty

District Reading and Writing assessments

Student interviews (Student voice) about how they feel about their reading/writing – ask reflective questions based upon the Core Competencies  
As above Numeracy – once determined

We have decided to focus on one goal this year. It is clear that we have some challenges that need to be leaned into during this next year of growth and learning. We feel that we need to put our collective energies into this growth goal knowing that we will also meet the needs of the children in all other areas to the best of our abilities.



### **Our story is beyond . . .**

Palsson School has a strong community connection. A majority of the staff are residents of Lake Cowichan and enjoy making connections with our families everyday outside of school. Our Parents Advisory Council (PAC) is very active and engaged in our school, over the last few years it has been a goal to increase the accessibility of our school playground for people with mobility issues. As a collective (School – PAC – Community) we have been fundraising to do just that. We developed a three-stage plan to accomplish our goals. Stage one provided a sloped cemented walkway from our main play area up to our playground. Stage two replaced the existing pea gravel with engineered wood fiber to allow for people with mobility aids to access our playground space. And stage three, will be to add inclusive and accessible play items as stand-alone or to the existing play structure. We are currently finished stage one and two and working on stage three. This has been a major undertaking for our school community they have always kept the goal of inclusivity and accessibility at the front of our planning. Our play space is used by community members and we know that the benefits will be enjoyed by many who otherwise would not have been able to access a safe playground.