



School Growth Plan 2024-2025

Texada Elementary School

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- *collaboratively developed;*
- *focused on student learning goals;*
- *aligned with the District Strategic Plan*
- *evidence-informed using a cycle of improvement;*
- *specific, measurable, achievable, relevant, and time-bound.*

Our Story

Texada Elementary School, now the only school on Texada Island, is located in the village of Van Anda, in what was once a fully functioning secondary school, housing grades 8-12. At one time, Texada had an elementary school in each of the 3 villages on the island, and as needs and demographics changed over the years, a decision was made to move secondary education to Powell River and move the remaining elementary students into the existing high school, as it was the largest, newest and best outfitted building.

Since 2003, Texada Elementary has been housed in the former high-school building. As it was built for secondary students, some modifications were necessary in order to meet the needs of younger children. The science lab was reconfigured to become a spacious primary classroom, blackboards were lowered, and some lockers were removed and replaced with primary friendly hooks and shelves. The "Home-ec" room was redesigned for use as a shared gathering space, though it still houses two ranges, a refrigerator, freezer, washer and dryer to facilitate a hot-lunch program and student baking/cooking lessons. A half-dozen sewing machines remain so that students and teachers can complete sewing projects on occasion, and the room lends itself well to completion of large-scale art projects, sock-hops, shared meals, and schoolwide activities. Other changes made to the building over time include building a pre-school space and a community-owned commercial kitchen, and what was once a large, fully functioning woodworking, metalworking and drafting room were transformed into a beautiful, sound-proofed band room and a community owned pottery studio.

Texada Elementary enjoys the use of a full-scale gymnasium that includes an impressive bouldering wall for student and community use, a relatively well stocked library, and full computer lab outfitted with individual student laptops and desktop computers. Staff and students are fortunate to have flexibility in the school space, and despite a very small student population, there is a tendency to use all parts of the building.

Because Texada students live in a somewhat isolated community, there has long been a focus on providing an abundance of unique opportunities for the island's children. Community volunteers frequently engage the school in a variety of activities and projects, from photography, music and choir, to baking, cooking and pottery lessons and more.

Our Learners

Texada Elementary overlooks the ocean in Van Anda. The current student population sits at 31, with one intermediate and one primary division. On staff we have a teaching principal, two full-time teachers, a full-time educational assistant, a part-time custodian and an Office Manager taking care of our secretarial needs one day per week.

Texada staff address academic needs through a Response to Intervention (RTI) model, through which individual student needs are consistently assessed and addressed via intervention programs, instructional differentiation, and individualized student learning plans for all. In addition, the school has an abundance of community support in the way of volunteerism, donations, and public performance attendance.

Priority 1 - Cultivating an Ethic of Learning

Year Focus: Literacy

Action

- *Utilize evidence-based literacy strategies in all grades*
- *Utilize evidence-based literacy assessment tools for both primary and intermediate students*
- *Review and analyze June literacy data to plan specific and targeted programming in September, and review DIBELs after beginning, middle and end-of-year assessments*
- *Ensure that levelled reading materials are readily accessible for all reading abilities*
- *Review literacy goals periodically throughout the year*
- *Utilize Heggerty, Reading Eggs, and Raz Kids to focus targeted reading instruction.*
- *Use U-Fly and Orton Gillingham methods for literacy intervention with known struggling readers*
- *Update library with seating, check-in and check-out system, and arrangements to increase student use and interaction*
- *Increasing parent volunteer base for reading support*
- *EA targeted intervention/schedule*

Evidence

- *Improved DIBELs scores*
- *Uptake in library loan system use and interlibrary loan requests*
- *Student use of check-in/check-out system*

Priority 2 – Cultivating Curiosity

Year Focus: Building connection to place

Action

- *Increasing outdoor learning opportunities in regular programming*
- *Professional Development in outdoor learning*
- *Integration of place-based learning both in school and community*
- *Student leadership and service program*

Evidence

- *Increase in community member engagement*
- *Regular outings into the area surrounding the school as part of meditative and place-based practice*
- *Regular field trips (1-2 times per trimester)*
- *Personal and social connection via core competency criteria (“social awareness and responsibility”)*
- *Student sense of responsibility and care for school and local community*

Priority 3 - Cultivating Connection

Year Focus: Building empathy and emotional intelligence

Action

- *Actively celebrate kindness among students (especially September/October) school-wide*
- *Create respectful interactions between students*
- *Using Zones of regulation regularly to help students develop emotional intelligence*
- *Positive behaviour assessments as needed for key students*
- *Increased Pro-D training for socioemotional learning*
- *Use restitution and acts of community service as consequences*
- *Designate a calming and quiet space (center classroom) for students who are extremely elevated or unregulated*
- *Incorporate a schoolwide positive reinforcement system so that all students can be celebrated, especially those with emotional dysregulation*
- *Student-driven use of calming room*

Evidence

- *Fewer incidents and student outbursts*
- *Observations of students openly resolving conflict without need for teacher intervention*
- *Students noticeably “walking away” from conflict*
- *Use of multisensory room identified by students as a helpful strategy to de-escalate from Red and Yellow zones*

Reflection

What does the data and evidence reveal? What are you learning as a result of the data? What data do you still need? What existing challenges does the data and evidence clarify or confirm?

Students are becoming more confident readers – some who wouldn't even participate in the DIBELS are now taking risks and reading more. Self-proclaimed “non-reader” in grade 5 borrowed an easier novel near the end of this school year (May)

Individual growth shown in school data above

District-wide noticeable gap in learning for grades 3-5 (COVID gap); Texada's students not immune to this

Multi-age reading groups show rates of improvement are different, may change group arrangements

1:1 parent-student reading has been an effective strategy to boost student engagement with books and the library - Some children read to parent, or some parents read to child (give them the option?)

Data we need: How can we implement parent reading volunteers more consistently/effectively each week?

Next Steps

What are your next steps? What might be addressed in the coming year? What can the school realistically tackle in the next few weeks, months, next school growth plan?

How could we effectively grow reading groups in classroom before Christmas for K-2? Could there be reading groups in grade 1? A read-together, find-this-word, breakout into small groups could be an activity

Considering: Early/struggling readers: Poppy (Primary Organization from Richmond – Leanne Gehan, early lit conventions, etc) can provide resources for intervention

Formative assessments -> guides for what we do; doors open to others in district for more resources

Framework process multi-year; provincial K-3 screener for literacy incoming at some point

Wylie Blevins - "What is beneficial to most, essential to some, harmful to none?"

Grapheme-phoneme connection – goal to establish by end of kindergarten; explicit intervention focus if not established. Reviewing literacy framework - UFLI (US) goes K-2; UFLI (CAD) should be considered for K-3.

VC.CV & syllabication focus for Gr 3 next year is possible.

Some strategies for next year:

- (1) Explicit instruction (I do, we do, you do)
- (2) rich & diverse texts
- (3) one-to-one differentiation where possible
- (4) peer-to-peer (and community members)
- (5) formative assessment

- (6) scope & sequence for planning
- (7) read-alouds (picture books, theme – science, socials)

Direct steps:

Parent Readers Weekly – Adults who are comfortable as leading & offering a list of questions for students as they read:

- 1) Walk through pictures, make some guesses
- 2) Read through together
- 3) Each person reads a page
- 4) Ask for comprehension (characters? Problem? What happened?)

Gallery Walk – What words can we find?

Targeted Reading Groups Cont'd; overlap btw. Mrs. Wyatt and Mrs Baker's class

Intervention Readers teamed with gr 2 as leaders (MC with Whitney, LW with Freyja)

Trip to the Library (in PR)

Literacy Framework Suggestions – Carol

UFLI – replace reading prescribed texts with contextualized reading activities; comprehension

Continue with Reading Eggs & Fast Phonics

Reading Rev introduced

Studies with Picture Books – move into writing