| School: Texada Elementary |
| Principal: Alex Bella |

School Growth Plan 2023/2024

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