

# Enhancing Student Learning Plan 2018-19

## School: Nanoose Bay Elementary

### At Nanoose Bay Elementary we learn by doing and thereby develop independent, curious, self-advocating learners.

**What We Know About Our Learners.**

Key features of our School Review that will guide our actions and directions in 2018-19

Great progress in meaningful, ongoing use of Core Competency language; students becoming increasingly reflective  
 Leadership in students very evident: assemblies, student announcers, Hul' qumi' num language, Playground Coaches, plastics initiative  
 Continually increasing opportunities for Learn by Doing: Maker Space, Inquiry, Discoveries, garden projects, District Skills Day, Cardboard Boat Challenges, in-class ADST opportunities  
 Success with having a combination of school and student specific technology  
 Increasing number of self-regulated learners through intentional teaching/opportunities: 5 point scale, visuals, social groups, social stories  
 Increasingly meeting the needs of ALL learners: Daily 5, writer's workshop, inquiry, use of visuals

**Focus Area 1: District Strategic Priorities**

Actions and directives planned for 2018-19

Personalization of Learning	Flexible and Responsive Structures	Social/Emotional Learning	Engagement Through Technology
<ul style="list-style-type: none"> <li>• Discoveries</li> <li>• Leadership Opportunities: announcers and Playground Coaches</li> <li>• Use of Inquiry growing</li> <li>• Guys with Knives</li> <li>• Revised IEP format</li> <li>• Chess and LEGO clubs</li> <li>• Staff continue to make good use of district and school based personnel to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Writer's workshop support</li> <li>• Daily 5 support</li> <li>• Buddy opportunities</li> <li>• Use of visuals: both school wide and student specific</li> </ul>	<ul style="list-style-type: none"> <li>• Common language and visuals (posters, staff lanyards, 5 point scale lessons)</li> <li>• Multi-age classrooms and opportunities</li> <li>• Playground Coaches</li> <li>• Garden opportunities</li> <li>• Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Combination of 'bookable' technology and student dedicated technology</li> <li>• Google read and write</li> <li>• Snap type pro app</li> <li>• Explain everything app</li> <li>• Bookcreator app</li> <li>• Coding Discovery</li> <li>• 10 of 12 classrooms using e-portfolios to support Communication of Student Learning with families</li> </ul>

**Focus Area 2: Redesigned Curriculum**

Actions and initiatives planned for 2018-19

We will be focusing our work around the same inquiry question. The staff feels that we need to go deeper with this same question. NBES inquiry: How does an intentional focus of planning to meet the needs of all learners using both diagnostic and formative assessment and inquiry impact student learning? Is going very well. Staff are exploring structures and planning processes that help us to plan for ALL learners and provide the access points/stretchers for those who need them.

All staff will read Shelley Moore's One Without the Other. This book will be discussed at staff meetings.  
 Optional professional book clubs offered: Daily 5, Mathematical Mindsets, Comprehension and Collaboration, Dive Into Inquiry, The Curious Classroom, Inquiry Mindset, Embedding Formative Assessment, Knowing What Counts: Collecting Evidence and Portfolios  
 All of these titles support one or more aspects of our Inquiry question. These professional book clubs will be self-organized and groups will share at a couple of staff meetings throughout the year.

We had terrific success with using our Curriculum Implementation Grant to release all teachers to observe a class utilizing the structure of Daily 5 to meet the needs of all learners. We would like to offer a similar Learning Round next year, perhaps with an inquiry focus.  
Continue conversations about shifting planning to backwards design, increase use of collaboration time to support the needs of diverse learners, self-regulated learning and ways to support universally

Continue supporting embedding of Core Competencies and sharing strategies for students to meaningfully self-reflect

Continue conversations regarding triangulation of assesement and ensuring portfolio posts show triangulation

Continue our journey working with SOGI materials to build our understanding and continue to create a safe, inclusive environment for all

**Focus Area 3: School-identified Focus Areas**

Actions and initiatives planned for 2018-19

Primary teachers working to support students to learn to meaningully self-assess in both curricular and core competency areas

Continue sharing ideas of portfolio selections; increase student voice/ownership of what is posted

Deepen use of Learning Intentions by refocusing our "Please Notice" board by having our visits structured around asking teachers and students what the Learning Target/Goal of the activity being observed is. We are also going to video tape the conversations with students and share the videos with parents via QR Codes and with staff at staff meetings.

Continue use of assessment tools such as: school write, Benchmarks, DMA, Northern Lights Assessment, DART, QCA

Multi-age inquiry opportunity: we will timetable our Discoveries to allow for interested staff to have a block of time that can be used to support a multi-age inquiry

Continue collaboration opportunities: inquiry, writer's workshop, Daily 5 (literacy and numeracy); support the shift to backwards design planning with the Shelley Moore planning template

Go deeper with our own resources (school and district)

Principal Name (Please Print): \_\_\_\_\_

Staff Representative Name (Please Print): \_\_\_\_\_

PAC Representative Name (Please Print): \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Staff Representative Signature: \_\_\_\_\_

PAC Representative Signature: \_\_\_\_\_

# NBES 2017-2018

## 4 QUESTIONS

Our question

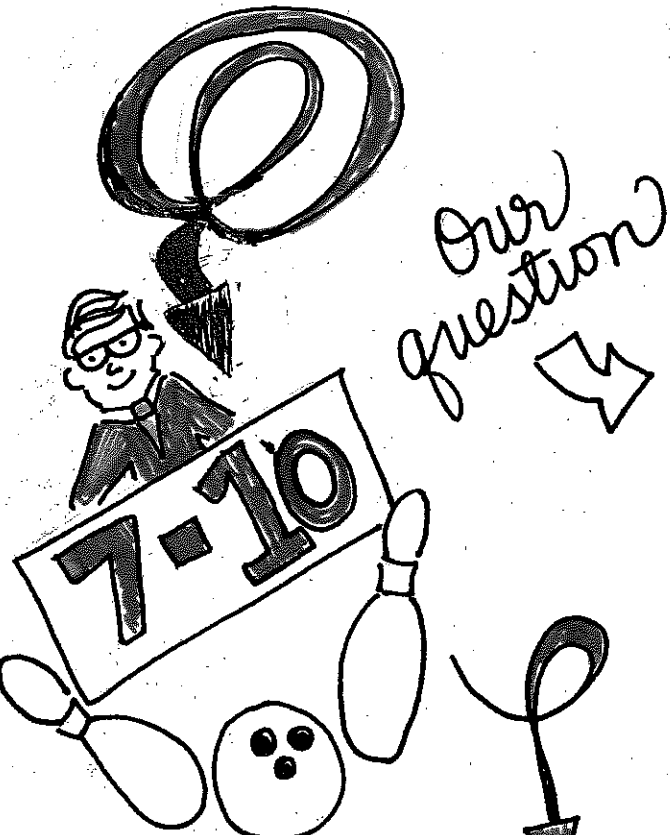
"How does an intentional focus of planning to meet the needs of ALL learners using both diagnostic and formative assessment and inquiry impact student **L·E·A·R·N·I·N·G?**"

• Can you name two adults in this school who believe you will be a success in life?

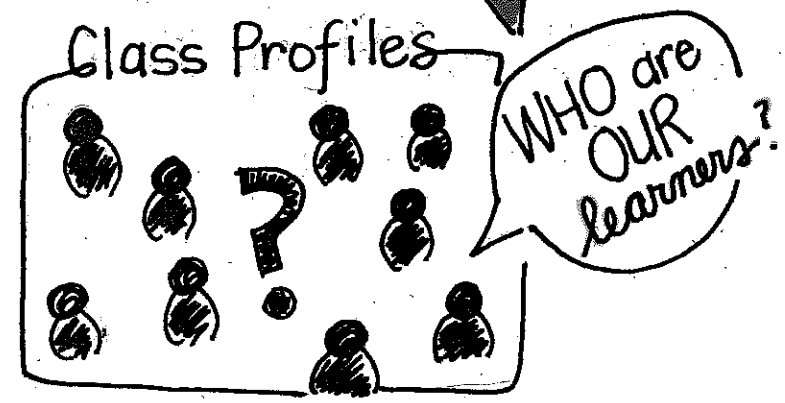
• Where are you going with your learning?

• How are you doing?

• Where to next?



1.	2.
3.	4.



• Profiles + Supports

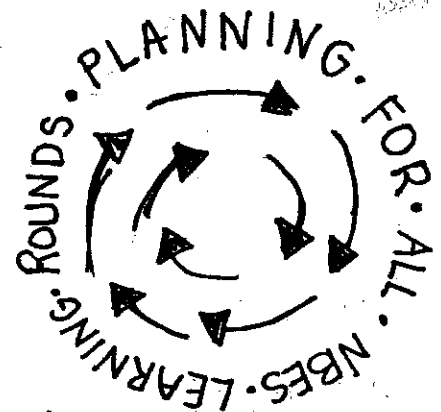
- # I cant take these kids ANYWHERE
- # calm alert and learning
- # put on your scuba gear



"Where good ideas come from."

WOW!

# learning together



The learning continues