ATLIN SCHOOL

Atlin School
School District #87
School Plan
Strengthening Learning in All Domains
2019-2020

June 2019

Principal: Rebecca Laidlaw

Yaan toosakwéin kusti, kustiteen yaa at natoosakwéin   *Learn to live, live to learn*

OUR PURPOSE

Atlin School provides a safe environment for all individuals to acquire the knowledge, skills, and attitudes to function successfully in society.

OUR MISSION

Atlin School will work in partnership with parents and the community to ensure that learning opportunities are maximized and individual needs are met in an inclusive setting. All individuals will be treated respectfully at all times. A team approach, open communication and a solution-oriented mindset will be utilized to meet the challenges one faces throughout the year. Learning is fun and we will celebrate our successes.

OUR VALUES

At Atlin School, we value the life-long process of personal growth and empowerment. We value the development and modeling of individual character traits such as integrity, honesty, optimism, acceptance, empathy, trust, persistence, and, humor. We value the development of positive relationships and open communication.

OUR VISION

At Atlin School, our students will be self-assured lifelong learners who understand and respect their own and others' heritage. We will maintain meaningful relationships which are based on respect and a desire to learn and live together in a community that is supportive. We will use problem-solving skills and make responsible decisions which lead to a healthy and productive life. We will care deeply for one another and look forward to the future with enthusiasm.

CONTEXT

Atlin School is located in picturesque Atlin, BC, approximately 194 km southeast of Whitehorse, Yukon. Atlin is in Taku River Tlingit territory and is a historic gold mining community. Those who live here enjoy the wilderness, beautiful scenery and BC's largest freshwater lake.   Atlin School serves approximately 30 K-12 students enrolled with a dedicated staff of seven. We take pride in our small community, diversity and our motto: Yaan toosakwéin kusti, kustiteen yaa at natoosakwéin – Learn to live, live to learn.

|	Goal 1: Literacy	Goal 2: Numeracy
	Students will acquire the knowledge, skills and attitude in fundamental and critical language skills to improve in the areas of reading, reading comprehension, and written expression.	Students will acquire the knowledge, skills and attitude in fundamental and critical numeracy skills to improve in the areas of number sense, pattern reasoning, problem solving, math literacy, and applications of mathematics in various contexts.
Much more than expected	Most students fully meet or exceed reading expectations at their grade level Most students fully meet or exceed reading expectations at their grade level	Most students fully meet or exceed numeracy expectations at their grade level
More than expected	Most students minimally meet reading expectations at their grade level Most students minimally meet writing expectations at their grade level	Most students minimally meet numeracy expectations at their grade level
Expected	Most students demonstrate improved reading skills Most students demonstrate improved reading skills	Most students demonstrate improved numeracy skills
Less than expected	No improvements noted in reading No improvements noted in writing	No improvements noted in numeracy performance
Much less than expected	Reading and writing performance has decreased in all subject areas	Numeracy performance has decreased

Goal 1: Literacy

Students will acquire the knowledge, skills and attitude in fundamental and critical language skills to improve in the areas of reading, reading comprehension, and written expression.

	Fully Meeting or Exceeding Expectations %		Minimally Meeting Expectations %		Not Yet Meeting Expectations %	
K-3	**Fall 2018**	**Spring 2019**	**Fall 2018**	**Spring 2019**	**Fall 2018**	**Spring 2019**
Reading	5/8=62.5%	8/8=100%	3/8=37.5%	0/8=0%	0/8=0%	0/8=0%
Writing	5/8=62.5%	6/8=75%	3/8=37.5%	2/8=25%	0/8=0%	0/8=0%
4-7						
Reading	4/10=40%	9/10=90%	5/10=50%	1/10=10%	1/10=10%	0/10=0%
Writing	2/10=20%	4/10=40%	7/10=70%	6/10=60%	1/10=10%	0/10=0%
8-12						
Reading	1/7=14%	3/7=43%	5/7=71%	3/7=43%	1/7=14%	1/7=14%
Writing	2/7=28.5%	1/7=14%	4/7=57%	5/7=71%	1/7=14%	1/7=14%
Whole School						
Reading	10/25=40%	20/25=80%	13/25=52%	4/25=16%	2/25=8%	1/25=4%
Writing	9/25=36%	11/25=44%	14/25=56%	13/25=52%	2/25=8%	1/25=4%

Note: Students on IEP's were scored according to Grade Level identified in IEP. Two students who were not on IEP's in the Fall were placed on IEP's in the Spring, which slightly impacted data, due to different grade standards applied between fall and spring to reflect IEP goals. Six high school students were not in attendance for data collection (graduated or did not attend school, so the total number of students for data collection this year was 25. Areas highlighted in Green show an increase, and Areas highlighted in Red show a decrease. Highlighted areas in Yellow show and area of concern.

Literacy Evidence: Atlin School, Fall 2018 & Spring 2019
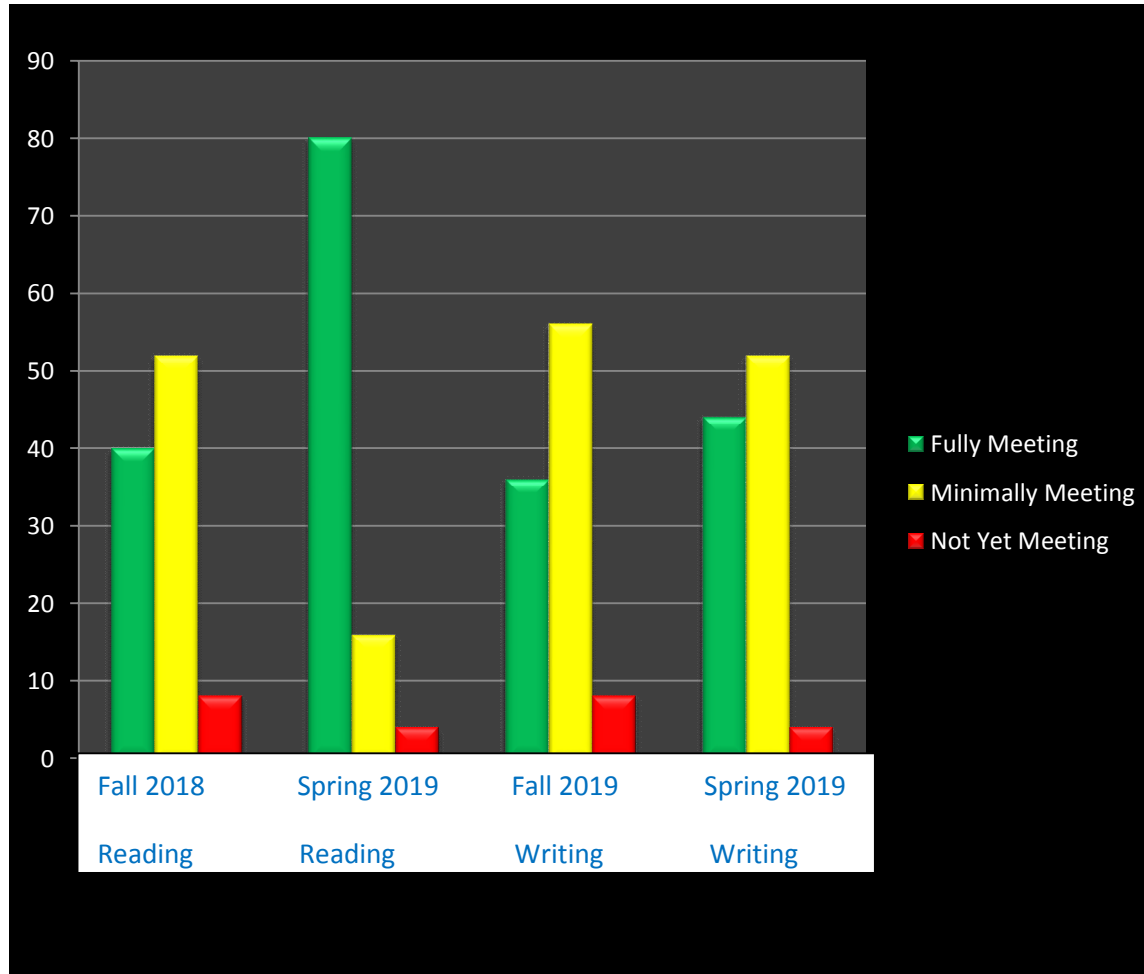
Findings and Interpretation of Reading and Writing Data:

1. Positive findings:
   - With the exception of High School Writing, Reading and Writing has improved overall between Fall and Spring.
   - Overall, Reading has become an area of strength, which is a strong improvement over previous years. Reading will no longer be an area of focus for the Atlin School Plan, unless dips in overall performance are noted in future years.
2. Areas of Concern:
   - High School Writing has shown a decrease in performance, however, the data sample is small, and student attendance issues are likely the most significant factor in this decline. 100% of high school students have attendance problems that would affect progress.
   - Writing is a noted area that continues to need improvement overall, as less than half of Atlin School students are meeting or exceeding expectations in Writing as of Spring 2019.
   - Attendance is a significant factor affecting struggling students in Intermediate and High School Grades. Out of our regular students that formed the total data sample, 14/25=56% had significant attendance issues (missed 15 or more days in the school year, which would translate to gaps in learning due to gaps of instruction.) Attendance will need to be addressed as a focus in the 2019-2020 school year if we are expected to see improvements in learning in Writing.

Literacy: Plan

- 60% of students will be fully meeting expectations in Writing by June 2020
- 75% of students will be minimally meeting expectations in Reading by June 2019 (Achieved)
- 75% of students will be minimally meeting expectations in Writing by June 2019. (Achieved)
- 50% of students will be minimally meeting expectations in Reading by June 2018. (Achieved)
- 50% of students will be minimally meeting expectations in Writing by June 2018. (Achieved)

Target Areas	Writing Target Areas: ■ Expressive Language Development as it relates to Writing ■ Phonological & Phonemic Awareness in early grades ■ Vocabulary Development ■ Using Graphic Organizers in planning as part of the Writing Process ■ The Writing Process ■ Use of technology to support the Writing Process ■ Automaticity & Fluency in written expression (increase in quantity)		
	Grades K-3	**Grades 4-7**	**Grades 8-12**
Strategies Writing & Vocabulary Development	Handwriting Without Tears Webber Phonological Awareness Cards Super Duper Apps for vocabulary development Making Words, writer's workshops	Tier 2 SET-BC Project (see below) Writing activities Vocabulary building activities as per SLP recommendations Specific IEP recommendations	Literature Circles with focus on student interest & engagement Specific IEP recommendations
Technology Integration	Tier 2 SET-BC Project in Intermediate Classroom: laptops, earbuds with microphones, software: Kidspiration/ Inspiration, Clicker, Read& Write speech to text: to be supported by LST, OT, and SLP throughout the school year. Professional development for staff to focus on supporting the Tier2 SETBC project, so that spillover of professional learning affects the primary and high school classes as well. All students from Grades 2 and up are provided access to a laptop for word processing, and are taught basic computer skills so that they are efficiently using their time, and are comfortable saving and accessing their files. All students from Grades 2 and up are given daily practice in developing typing skills iPads available in each classroom • iPad Apps (K-3): Handwriting without Tears; Essential Skills Software Document Camera & Projector in each classroom Digital Cameras available Access to desktop computer lab Learning Software: MobyMax (grades K-12): Online literacy fill the gaps program tailored to individual needs		

Measurement of Progress/ Assessment	BC Performance Standards, Exemplars, & Achievement Indicators: Reading & Writing Primary Success assessments ongoing

Goal 2: Numeracy

Students will acquire the knowledge, skills and attitude in fundamental and critical numeracy skills.

Each grade group will focus on target skills based on Numeracy Nets assessments.

- Grades 1-3 Focus: Counting & Addition
- Grades 3-6 Focus: Addition & Multiplication
- Grades 4-7 Focus: Fractions
- Grades 4-7 Focus: Patterns in Problem Solving (this target skill is to start Spring & into 18/19)
- Grades 8-9 Focus: Patterns in Problem Solving & Algebra (this target skill is to start Spring & into 18/19)
- Grades 10-12 Focus: Workplace Math & Literacy Foundational Skills (this target skill is to start Spring & into 18/19)

Upon analyzing 3-year historical data, the above areas are target skills for development for all students in each grade grouping. Implementation has begun in grades 1-7 in the first 3 focus areas. For high school, basic implementation has begun in supporting patterns in problem solving & algebra. Grade 10-12 is focused on workplace math & literacy foundational skills. The current Learner Support Teacher provides extensive support in math areas for Grades 1-7, including small group support with Grades 4-7. No data was available for Grades 4 – 12 by June 2018. No data was available for Grades 8-12 in Fall 2018. It is expected that data will be available for K-12 in Fall 2019.

	Fully Meeting or Exceeding Expectations %		Minimally Meeting Expectations %		Not Yet Meeting Expectations %	
	Fall 2018	**Spring 2019**	**Fall 2018**	**Spring 2019**	**Fall 2018**	**Spring 2019**
Grades K-3	4/7=57%	7/8=87.5%	3/7=43%	1/8=12.5%	0/8=0%	0/8=0%
Grades 4-7	3/9=33%	8/9=89%	6/9=67%	1/9=11%	0/9=0%	0/9=0%
K-7 Combined	7/16=70%	15/17=88%	9/16=56%	2/17=12%	0/16=0%	0/17=0%
Grades 8-12	No data	1/7=14%	No data	4/7=57%	No data	2/7=29%

Note: The total sample size is 24 students, as 1 student on an IEP is working completely on a Modified Program focusing on Functional Math. Six high school students did not attend during Spring 2019 data collection period, so the sample size for high school Spring 2019 was 7 students. There is no data for one student in the primary class for the fall, 2018, making the total sample size of 23 for the fall. There is no data for High School fall, 2018, only Spring, 2018.

Areas highlighted in Green show an increase, and Areas highlighted in Red show a decrease. Highlighted areas in Yellow show and area of concern.

Numeracy Evidence: Atlin School, Fall 2018 & Spring 2019
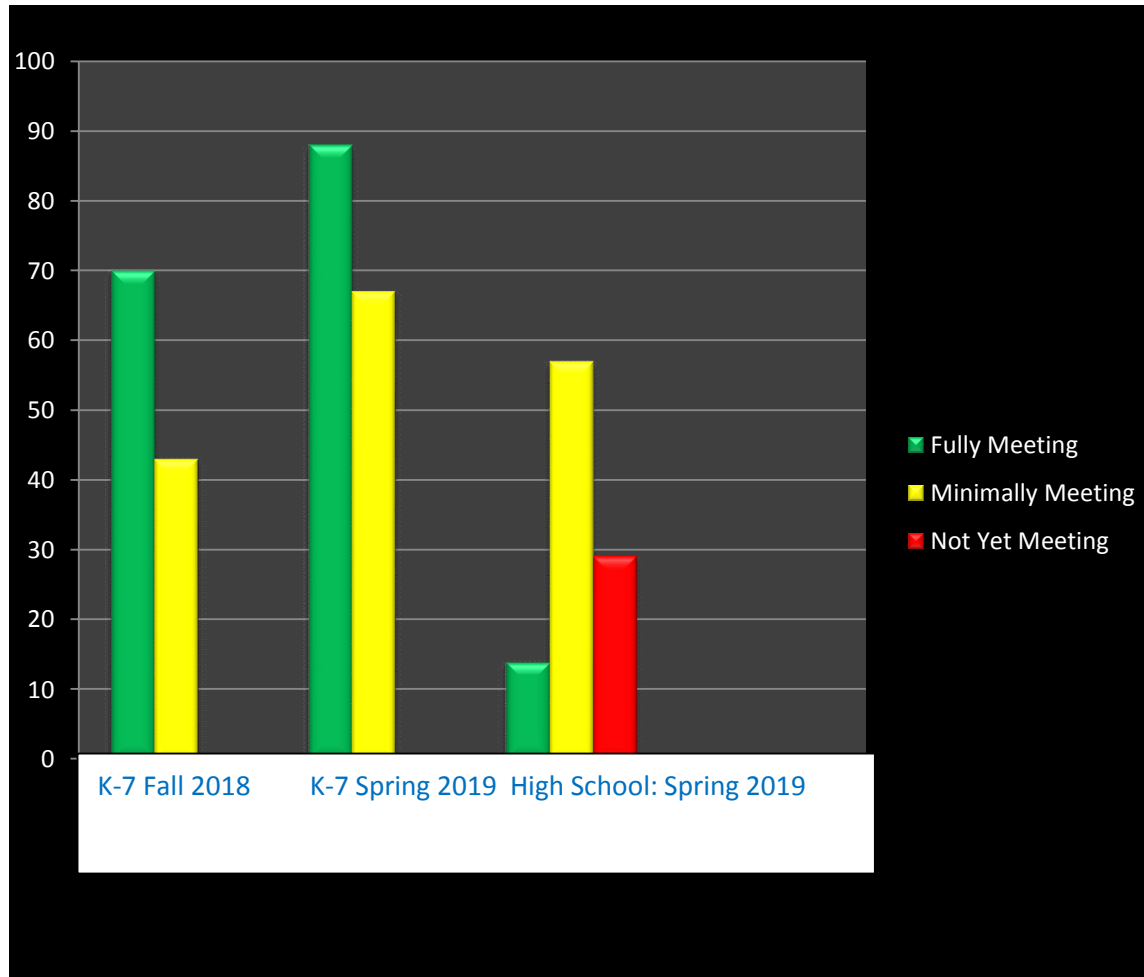
Findings and Interpretation of Numeracy Data:

1. Positive findings:
    - In Grades K-7, numeracy performance has improved overall between Fall and Spring.
    - The Intermediate Grades showed very strong growth between Fall and Spring, as evidenced in the Numeracy Nets.
    - Currently, Numeracy is an area of strength in Grades K-7.
2. Areas of Concern:
    - High School Numeracy performance overall is very weak, and only 1 out of 7 students were Fully Meeting Expectations in numeracy in Spring 2019.
    - All high school students have attendance problems that would affect progress due to significant gaps of instruction that leads to gaps in learning.
    - Attendance in Grades 8-12 students will need to be addressed as a focus in the 2019-2020 school year if we are expected to see improvements in learning in numeracy.
    - It is recommended that Grades 8-12 students switch to a blended approach of online learning and face to face instruction, so that if students miss concepts taught due to absences, they pick up where they left off.

Numeracy: Plan

- Begin implementation of improving numeracy target areas Spring 2018 with data to follow in school year 2018-19.
- High School student data to be included both Fall 2019 and Spring 2020.
- 50 % of Grades K-7 students will be minimally meeting expectations or greater by June 2019. (Achieved June 2019: 100%)
- 50% of Grades 8-12 students will be Fully meeting or Exceeding expectations by June 2020.

Target Areas

Numeracy Target Areas:

- Grades 1-3: Counting & Addition
- Grades 3-6: Addition & Multiplication
- Grades 4-7: Fractions
- Grades 4-7: Patterns in Problem Solving (this target skill is to start Spring & into 18/19)
- Grades 8-9 Focus: Patterns in Problem Solving & Algebra (this target skill is to start Spring & into 18/19)
- Grades 10-12 Focus: Workplace Math & Literacy Foundational Skills (this target skill is to start Spring & into 18/19)

Strategies

Primary Program (K-3)	Intermediate Program (4-7)	High School (8-12)
Numeracy Nets Checkpoints Primary Success Jump Math Program IXL online Math for older students Manipulatives & Number stories Small Group instruction One-on-one instruction Visualization & verbalization linked to numeracy literacy & number concept Small group instruction & intervention Hands-on manipulatives & experiential learning moving from concrete to visualization to representation Software: MobyMax & iPad Apps (Dexteria) Learner Support Teacher Support	Numeracy Nets Checkpoints Math Focus resource Literacy Foundations in Math resources Small group instruction & intervention Hands-on manipulatives & experiential learning Software: MobyMax Learner Support Teacher Support IXL online Math to address gaps in instruction and learning due to absences Jump Math Program	Literacy Foundations in Math resources Small group & 1:1 instruction Hands-on manipulatives Real world problem solving & application Review & practice Special Education Teacher Support IXL online Math and Abby Virtual Math to address gaps in instruction and learning due to absences

Technology Integration	IXL Online Math Program: Grades 2-12
	High School: Abby Virtual Math (blended with Face to Face individualized instruction by teacher)
	iPads available in each classroom
	Document Camera & Projector in each classroom
	Learning Software:
	▪ Moby Max (K-12): number operations practice, problem solving skills practice – tailored to individual needs
	▪ Essential Skills Software for target areas
Measurement of Progress/ Assessment	BC Performance Standards & Achievement Indicators
	Numeracy Nets Assessments (checkpoints)