Edmonds Community School - "We treat Edmonds as our Second home, a place we are proud of"

School Goals: 1) **To increase student engagement in math** (phase out)   2) *To improve and enhance communication between school & community*

New goal: Writing (in process)

Date: June 22, 2021   *Principal:* Sean Gaster

Where were we in 2017?	Development Process and Findings	Where are we in 2019?	Future Directions
In 2017 we were working with information from A Snapshot of Edmonds Community School, EDI Results and SD41 Vulnerability Data. New administration team and community school coordinator	Working as a community, we began two inquiry processes to investigate, prioritize, assess and refine our growth and development priorities. The Inquiries related to the following goals in math and effective school communication:	Currently, we have a lot more data in terms of community priorities. We now have data that describes growth around the EDI/ MDI and we have participated in a wide variety of research projects and community initiatives. We also have updated our SD41 Vulnerability data for the past 2 years and we have continued our inter-agency collaboration around Learning, Health & Wellness, Social Learning and Community Development.	We now have a developed a common focus around our two goal areas as a community school. As we move ahead, we have an increased amount of social capital and found more resources to put towards Math and Communication development.
Communication: *Scanning:* In 2017 the school and the community office were almost on competing pathways in terms of human resources and facility use. The demands of the school population, community needs and expectations of community partners exceeded our capacity in terms of efficacy. We were also learning about the community and what the current needs were. It was apparent that the community was fractured due to language barriers. We quickly realized that we needed to integrate our planning and implementation to avoid competing for resources, time and space. It didn't take long for us to realize that communication was the key to integrating and aligning priorities. The Tigrinya newcomers were having challenges with language and settlement support. This lead to alienation and social isolation Goal: (2017)	**Communication Goal:** *Scanning:* ***What is going well for our community school in terms of communication?*** *In terms of communication we have a long list of community partners who we can access to meet the needs of our families and community school.* ***What are the challenges for our community school?*** *One of the most interesting challenges is the need to balance our attention between the needs of the community school with the needs of the broader community, including the needs of the service providers and donors.* *We also have such a high level of staff and community involvement that we need to focus on integrating our planning processes and share the responsibility for the many projects and initiatives.* ***What are some areas of focus?*** *Our focus needs to be on our families and our community school. In terms of communication we need to make this a priority and offer access to community partners in a manageable a timely way.*	**Actions for Improving Communication:** 1. To work within a multi-ethnic community we decided to focus on a theme. For our curriculum and community development we have been working with a theme from the Aboriginal Enhancement Agreement: Walking in Two Worlds. Through this theme we have begun to explore experiences and perspectives between our diverse traditional worlds and the urban setting of Burnaby. In the future we will be exploring this more through articulated community-based goals, school based goals and through applied design and technology. 2. A common language strategy to improve day to day interactions within the school community. This is effective style of communication for responding to social emotional learning needs and can help students and parents express and understand expectations and responses around learning behavior. 3. Develop a social media presence which will allow information to reach families as well as document and communicate all of the amazing opportunities offered both in school hours and throughout the afterschool hours. Collaborating with various community partners include the Eritrean Language Cultural Group, Farsi Parents Group, Arabic Parents Group, Parks and Recreation, Burnaby Neighborhood House, Interfaith Community and our Community Council to obtain feedback on a social media platform/communication	**Future Considerations for Improving Communication:** 1. In terms of giving voice to communities who are seeking change we are collaborating with a number of community-based non-profit groups who are actively engaged with designing curriculum and forming safe and inclusive communities. There are several groups with specific cultural perspectives who share a common vision and who are actively participating in a collaborative planning process. 2. The inquiry process also explored: the strengths, challenges of the community school as well as the community awareness around the elements of community schools. We found that parents, staff and community members described only a fraction of what is happening in the community school and who is involved in each element of community in terms of programs, services and supports for learning. We have looked into the use of digital communication but have not had any success in this area so far. 3. Will see an active social media platform created that is widely used by all school and community groups in some capacity. 4. Will meet with the various community groups and Community Council to determine if they have seen the process as valuable and helpful. 5. Will keep records of attendance of events and office data to determine if communication medium is resulting in increased participation and attendance.

To develop community engagement and communication: **Objectives:** 1. to engage parents in community building 2. to elevate the role of the parent in the school through parent run community events and celebrations	*Goal 1:* *To improve and enhance communication between school and community* *Objective:* 1. Address language silos in order to foster community engagement and parent engagement in school 2. Develop a common language for use within the school setting 3. Give voice to communities group who seek change 4. Develop internal/external process to obtain and share information with staff, students and parents 5. Provide parent education experiences that are first language friendly on important and pressing issues	platform that would work best for all groups. Determine what would be most beneficial for these community members by hosting a focus group to brainstorm these options. 4. Develop a parent- teacher in-service on social media awareness and technology based on feedback from focus groups. Working with staff to organize a parent evening that is home language friendly, providing translation services, small group conversations in home languages and a question and answer period with translation support. This presentation will be based on the SAFER media awareness presentation. 5. Work to help a select group of parents develop a better understanding of the SOGI and Health Education curriculum in relation to a multicultural and diverse school community. Present to a parent group along with work our SWISS team and Bryan Gidinski to prepare for this presentation. Organize a presentation to parents and teachers on the health education curriculum.	6. Will solicit feedback from the settlement team who can check in with the parent community they support.
Math 2016/2017: *Scanning:* As a school we were pleased with the level of Literacy development and the instructional processes and supports were proving to be, and continue to be highly effective. New goals were set by staff with the intention of improving development in math. This is an academic area that had not be addressed formally in a number of years. Through an inquiry process with a district Advanced Learning Teacher we came up with the following information: *What is going well for our learners in Math?* **Early Primary** - Special grouping of students, hands on math, exploration, modelling, protected time for math instruction, literature connections, connection to everyday living, hands on math **Late Primary** – breaking into smaller chunks, hands-on manipulatives, open –ended timelines, daily practice through calendar, drills, math minutes **Early Intermediate** – levelled groups, hands on activities, randomized groups, whiteboards, vertical surfaces, drills	**Math 2018/2019** *Scanning:* We feel it is important to provide high quality math programing and instruction for every learner. With a high number of special needs students, English language learners and students with disrupted schooling focus has traditionally been of reading, writing and speaking. Staff feel like we have systems and processes in place that are moving students along the continuum in this area. They will like to develop further focus on math instruction. Goal 2: (2019) *To increase student engagement in Math we will:* Objectives: 1. Develop creative ways to group students to maximize student learning and engagement 2. Explore ways we can develop resources and manipulatives that engage student 3. Train teachers on effective ways to use manipulatives	**Actions for Improving Math:** 1. We will work to organize and ensure that a system of collaboration is in place so that teachers have the time to consider best practice, support each other with challenging student profiles, and ensure they have a common understanding of both assessment and evaluation. (weekly collaboration time with a math focus) 2. Continue to oversee and further develop the CAM week (Collaborate, Assessment, Measure) where teachers have opportunity to collaborate after a six week intervals of instruction with learning support teachers, educational assistants and classroom teachers. Apply this to math instruction. 3. Develop a process of movement for students within math groups to ensure they continue to develop the math skills they need to be successful. 4. Read Mathematical Mindset by Jo Boaler's creating a school based book club. 5. Organize and participate in school based lunch and learns facilitated by school staff and Donna Morgan	**Future Considerations For Improving Communication:** 1. Teacher feedback, structuring collaboration time so there is a plan of action and measurable results that are documented. 2. Continue to ensure the schedule is created and suitable for conversation. Ask for direct feedback from participants, review with stakeholders at the end of year to receive feedback. 3. Having a physical scope and sequence and using this scope and sequence to move students as needed. Record number of student changes. 4. Read Mathematical Mindsets and take notes about common connections and changes of practice during book study meetings. 5. Continue to collect data on student progress and change using letter grades or student surveys about attitudes and dispositions about math 6. Continue to look for ways to connect math and the applied design and skills technology into the curriculum (Lax to the Max, Innovations Grant) 7. Collaborate with Maureen Kendrick from the LLED faculty from the University of British Columbia to learn more about working with English language learners in relation to math instruction and assessing ELL learners progress

Late Intermediate – tier three intermediate groupings, reduced curriculum loads **LSS/ELL** – very small math groups, consistent time for scheduling, lots of resources and material, EA support ***What were the challenges for our learners?*** 1 **Early Primary** – language, range of learners, students are pulled for literacy support during numeracy time, math intervention needed, combined grades, needing more teachers support, receiving children in mid/late year 2 **Late Primary** – negative attitudes "I can't/I don't like", poor number sense, limited exposure, finding fresh ideas to teach concepts 3 **Early Intermediate** –differing levels and abilities, attitudes around math, moving away from pen/paper 4 **Late Intermediate** –gaps in basic skills, ELL issues, interruptions, homework completion 5 **LSS/ELL** – lack of support at home, student absences, behavior challenges in groups greater than five ***What are some areas of focus?*** Goal: (2017) To increase student/teacher engagement in math therefore improving students' performance in math **Objectives:** 1. **Early Primary** – investigate structure/grouping similar to literacy to support kids in numeracy, continue conversations in this area, explore platooning, math stations 2. **Late Primary** – home math programs (similar to home reading, file folder games /board games as home program, school math challenge, incorporate math into more parts of our day 3. **Early Intermediate** – Creating groups of engaged learners, Professional development days that scaffold math learning for teachers 4. **Late Intermediate** – helping all students enjoy math, create more support around math to help students feel successful, explore different strategies for teaching math (less text book and more numeracy tasks) 5. **LSS/ELL** – continue with small group instruction, introduce life skills into math instruction	4. Explore new math programs that support English language learners 5. Develop creative ways for collaboration and staff connection regarding innovated math instruction	6. Explore first, then in-service LSS team on different math programs that support tier 2 and 3 students. Ex. Leaps and Bounds 7. Continue to explore and create self-assessment tools to help students see their progress in math	

SCHOOL TEAM VISIT SUMMARY REPORT
(to be completed by Visiting Team)

SCHOOL: _____   DATE: _____

PROMISING PRACTICES

-
-
-
-
-
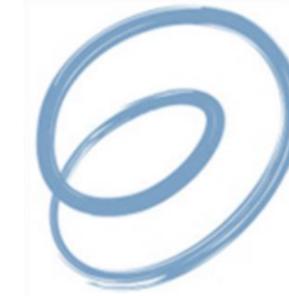
RECOMMENDATIONS

-
-
-
-

NAMES OF VISITING TEAM MEMBERS:

_____   _____

_____   _____

_____   _____

_____   _____

A SPIRAL OF INQUIRY
APPROACH TO SCHOOL PLANNING

SCHOOL PLANS GUIDELINES:

1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
   SEL may be an additional goal or incorporated in your academic goal.

2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
   Examples below:
   a. Goal – To improve student skills in writing
      Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
   b. Goal – To strengthen student comprehension skills K – 7.
      Target – Group of grade 3 students / (male) not meeting expectations in comprehension.

3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occuring, what are your next steps?

4) How are you involving parents in meaningful conversation around the school plan?

5) School Plans template
   a. RTI
   b. Inquiry Model