

Malaspina Elementary School Profile 2018-2019

Mission Statement:

We foster an inclusive environment that nurtures confident life-long learners.

Malaspina has a population of 275 students in twelve divisions from Kindergarten to Grade 7. 16% of our population is of Aboriginal ancestry. Our students come from diverse socio-economic backgrounds.

We have 15 classroom teachers and 3 teachers that are responsible for providing support through Learning Assistance and Resource. Our Teacher Librarian also teaches ELL. We offer band for students in Grade 5-7 and Music is taught during prep along with French, technology, library skills and PE. Our Education Assistants provide support to students in class and supervise our playground before school, at lunch and after school. Our Aboriginal Education Worker supports our Aboriginal students and plans school-wide events and classroom lessons based on the Seven Sacred Teachings. We have a monthly focus based on the Teachings - truth, respect, wisdom, humility, love, courage and honesty. Strong Start is offered for children aged 0-5 yrs on Monday, Wednesday and Friday mornings from 9:00-11:30am

Malaspina provides learning opportunities for students such as personalized projects in the classroom. Our school offers a wide variety of extra-curricular activities such as volleyball, basketball, cross-country running, leadership, Red Cedar Book Club and Quiz Me. Our leadership students help around the school as hall and lunch monitors, and they sponsor spirit days and events to build school community.

Malaspina is a welcoming and inclusive environment for students, staff and our school community.

Stream of Dreams June 2018



Aboriginal Art Fair May 2018



Data Summary

Data Summary

Both literacy and numeracy are a focus at Malaspina. Our school data results in literacy and numeracy are at or above the district results and we will continue to strive for improvement

Literacy

We use a variety of assessment tools to determine students' reading and writing skills. Based on the Diagnostic Reading Assessment (DRA), 51% of our Grade 2 students are reading at beginning Grade 2 level in Fall 2017 and the district result is 46%.

The Canadian Achievement Test (CAT) was administered to Grade 3 and Grade 5 students in Winter 2018 for the first time and as a result, is our baseline data. The CAT shares student results based on stanines. Stanines 1-4 are below average, stanines 4-6 are average and stanines 7-9 are above average. 88% of our Grade 3 students are at stanine 4 and above for reading and the district results are 81%. 91% of our Grade 5 students are at stanine 4 and above for reading with the district result of 79%. Malaspina Grade 7 CAT results are above district results as well. 97% of Grade 7 students are at stanine 4 and above for reading in comparison to 80% for the district.

With the Foundation Skills Assessment (FSA) our Grade 4 reading results of 79% meeting or exceeding expectations are consistent with last year's result of 78% which are slightly above the district result of 73%. Grade 7 FSA reading results are 88% meeting or exceeding expectations which are above the district result of 66%.



Numeracy

Our data indicates students have a strong understanding of numeracy concepts. Our Grade 3 students are 85% at stanine 4 and above for math and the district result is 73%. 91% of Grade 5 students are at stanine 4 and above for math with 81% being the district result. 94% of Grade 7 students are at stanine 4 and above for math and the district result is 79%.

At Grade 4 FSA, 82% of students are meeting or exceeding expectations. Our Grade 7 FSA numeracy results show 83% of students are meeting or exceeding expectations. At the district level, Grade 4 FSA Numeracy is 73% and Grade 7 is 59%.

Our Grade 2 Computation results reveal we need to focus on adding and subtracting two digit numbers with regrouping. 59% of students are able to add two digit numbers with regrouping and 21% of students are able to subtract two digit numbers with regrouping.

Literacy		
Assessment Measure	Grade Level	% of Student Meeting Expectations
DRA 2017	2	51% Overall Meet and Exceed
CAT 2018	3	88% Reading Stanine 4 and above
FSA 2017	4	79% Reading & 64% Writing Meet and Exceed
CAT 2018	5	91% Reading Stanine 4 and above
FSA 2017	7	88% Reading & 100% Writing Meet and Exceed
CAT 2018	7	97% Reading Stanine 4 and above



Numeracy		
Assessment Measure	Grade Level	% of Student Meeting Expectations
Computation DMA 2018	2	59% (2 digit + 2 digit regrouping) 21% (2 digit - 2 digit regrouping)
CAT 2018	3	85% Math Stanine 4 and above
FSA 2017	4	82% Meet and Exceed
CAT 2018	5	91% Math Stanine 4 and above
FSA 2017	7	83% Meet and Exceed
CAT 2018	7	94% Math Stanine 4 and above

Aboriginal Student Learning - Grade 4 FSA results for 2016 are on a downward trend while Grade 7 FSA results are on an upward trend. We are awaiting break-out data for 2017 FSA.

FSA Grade 4 Results	School Year	Not Yet Meeting	Meeting	Exceeding	FSA Grade 7 Results	School Year	Not Yet Meeting	Meeting	Exceeding
		%	%	%			%	%	
Reading	2011/12	33	67	0	Reading	2011/12	40	50	10
	2012/13	9	82	9		2012/13	38	62	0
	2013/14	Msk	Msk	Msk		2013/14	Msk	Msk	Msk
	2014/15	10	90	0		2014/15	Msk	Msk	Msk
	2015/16	40	60	0		2015/16	18	73	9
Writing	2011/12	40	60	0	Writing	2011/12	10	80	10
	2012/13	9	82	9		2012/13	54	46	0
	2013/14	Msk	Msk	Msk		2013/14	Msk	Msk	Msk
	2014/15	40	60	0		2014/15	Msk	Msk	Msk
	2015/16	Msk	Msk	Msk		2015/16	18	82	0
Numeracy	2011/12	21	79	0	Numeracy	2011/12	40	50	10
	2012/13	27	73	0		2012/13	38	62	0
	2013/14	Msk	Msk	Msk		2013/14	Msk	Msk	Msk
	2014/15	70	30	0		2014/15	Msk	Msk	Msk
	2015/16	Msk	Msk	Msk		2015/16	0	100	0



Students Participate as Educated Local and Global Citizens

Percentage of Students Without Referrals 2017-2018

Month	%	Month	%
Sept	95	Feb	85
Oct	88	Mar	94
Nov	87	Apr	99
Dec	94	May	93
Jan	86	June	97

Malaspina students consistently make positive choices at school both during class time and when outside for recess and lunch.

Skills, Trades and Careers

Classes participated in various projects and units related to trades and careers. Two classes participated in Junior Achievement and another class hosted a Craft and Fun Fair. Students had many opportunities to participate in Maker Ed activities. In January 2019, the Elementary Trades trailer will be at Malaspina for a week which will result in 2 classes having the opportunity to create a project.

This will be the first year that teachers have the opportunity to use My Blueprint.

Engagement

75% of parents and guardians attended our September 2017 Open House.

70% of parents and guardians attended our October 2018 Open House.



School Plan for Student Learning

2017-2021

Learning

An inclusive learning environment that provides high quality instruction and learning experiences.

Critical thinking, creativity, problem solving and growth mindset are considered central to academic, social and emotional learning

- ✓ All students will master fundamental academic skills to their individual potential, including literacy, numeracy and knowledge of the sciences.
All students will master multiple literacies, including: artistic, cultural, environmental, financial, linguistic, physical, social/emotional and technological.
- ✓ All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.
- ✓ All students will seek to achieve physical, emotional and social wellbeing and be prepared to participate fully as an educated local and global citizens

Engagement

A community of parents, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

- ✓ Support a community of parents, guardians, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

Opportunity

A learning environment that provides our community of learners with the opportunities needed to achieve their short and long-term goals.

- ✓ Increase the overall academic, literacy, numeracy, transitions and overall graduation rates of Aboriginal students
Increase the knowledge and skills of environmental stewardship and Traditional Environmental Knowledge for all students and educators
Increase Aboriginal Ways of Knowing to support learning for all students, educators, administrators and staff
Increase a sense of belonging, cultural safety and identity for Aboriginal students
- ✓ Provide opportunities and experiences for all students to develop Career Pathways that align with their skills, knowledge, values, and dispositions
- ✓ To provide a learner focused, responsive and flexible education for all students



ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.



School Specific Goals

- 85% of Malaspina students will meet or exceed grade level or IEP expectations on selected District-wide longitudinal benchmark assessments
- The number of students in Grades 3, 5, and 7 scoring at Stanine 4 and above on all Canadian Achievement Tests (CAT4) subtests will reach or exceed 90%

Achievement Strategies

- Use constructivist instructional approach for math in K through Grade 7
- Use effective reading and writing strategies such as *Adrienne Gear*
- Use *Accelerated Reader*, *Mathletics* and *RazKids* programs
- Continue to implement *Assessment for Learning* strategies
- On-going supervision for learning of academic and support staff to align with Strategic Plan goals

Quality Indicators

- Numeracy Data
 - Computation - Diagnostic Math Assessment Grade 2
 - CAT4 Assessment Grades 3, 5 and 7
 - Diagnostic Math Assessment Grade 5
 - FSA Grade 4 & 7
- Literacy Data
 - Diagnostic Reading Assessment Grade 2
 - CAT4 Assessment Grades 3, 5 and 7
 - FSA Grade 4 & 7
- Analysis of individual student achievement demonstrating growth over time



ALL STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

School Specific Goals

- 90% of Malaspina students will choose and display behaviours that demonstrate respect for self, others and the environment

Achievement Strategies

- Use social-emotional resources such as Mind-Up and Zones of Regulation
- Use trauma informed teaching strategies

Quality Indicators

- Monthly school discipline data to show improved social behaviour (baseline data collection 2017-2018)
- Student learning survey results from annual Ministry of Education assessment

SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



School Specific Goals

- All parents and guardians of Malaspina students will be active partners in educational planning processes for students

Achievement Strategies

- Invite elders and community members for assemblies and programs
- Continue to showcase student work for all to see
- Continue to hold regular monthly PAC meetings



Quality Indicators

- Record of parent/guardian participation in school related activities and educational planning processes (baseline data collection 2017-2018)



INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

INCREASE ABORIGINAL WAYS OF KNOWING TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS



School Specific Goals

- Include Aboriginal perspectives in teaching and administrative practices that flow into the school and classroom environments
- Create and support opportunities for students to engage in the exploration of self-identity

Achievement Strategies

- Participate in Aboriginal Day celebrations in June 2018
- Plan an Aboriginal Art Showcase in Spring 2018
- Continue our monthly focus on one of the Seven Sacred Teachings

September - Truth/Turtle	December - Humility/Wolf	March - Love/Eagle
October - Respect/Buffalo	January - Humility/Wolf	April - Courage/Bear
November - Wisdom/Beaver	February - Love/Eagle	May - Sabe - Honesty
		June - Truth/Turtle

Quality Indicators

- Attendance rates for all Aboriginal students increasing over time
- Record visits to classes by Aboriginal Education Worker and Itinerant Aboriginal Education Worker





PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

School Specific Goals

- All students can identify personal attributes, interests and accomplishments
- All students will know jobs available in the local community

Achievement Strategies

- Career education will support students in learning about themselves, their community, and the value of effective collaboration
- Staff will provide a variety of learning experiences to students

Quality Indicators

- 100% student participation in Career Fair Spring 2017
- Record of class involvement with Career and Maker Ed projects/activities
- BluePrint program available to teachers



TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

School Specific Goals

- All staff will explore ways to support inclusive education values and practices

Achievement Strategies

- Access District staff and opportunities to support teachers with inclusion and Universal Design of Learning

Quality Indicators

- Improved student academic achievement and school readiness behaviours



Summary

Mission Statement:

We foster an inclusive environment that nurtures confident life-long learners.

Malaspina Elementary School includes students from diverse socio-economic backgrounds. Our school staff is professional, caring and dedicated in providing the best learning environment for all our students. Our goal is that each student can meet his or her potential. We will continue to improve our knowledge, skills and understanding in teaching literacy, numeracy, social emotional learning, career education and in using technology, so that we can offer the best learning environment possible to our students. An important part of the learning environment is the home-school connection and the involvement of our caring and supportive parent/guardian community. Our teachers work at improving communication between home and school, using email, class newsletters, phone calls, meetings and the school website. We know that parents are our strongest partners in the education of their children, and we value positive relationships with our families.

Aboriginal Art Fair 2018

