



# Gabriola Elementary School 2019

**Kate Russell**

## STEP 1) GENERAL SCHOOL STORY (WHO WE ARE)

### WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

Gabriola Elementary School (GES) is a rural school located on one of the Southern Gulf Islands which is separated geographically from the rest of the Nanaimo Ladysmith Public School District. Gabriola Island is often referred to as the Isle of the Arts. Gabriola Elementary offers a range of academic, athletic and artistic opportunities. Staff, students and parents work together to create and support a culture of learning. It is an isolated community which is supportive of its population.

The school has 167 students from Kindergarten to Grade 7 and also serves 2 home school students and a staff of 20. We learn in the natural beauty that surrounds our school campus and welcome many community volunteers into the school to help support the arts, academics, and sports for the students of GES.

We at Gabriola Elementary strive to develop a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together, including community members. The vision which guides our interactions is "The Gabriola Way" and is based on the following belief: **Try your Best, Get better each day, Do the right thing It's the Gabriola Way**

### WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

At GES we have the following variety of students:

- 68 Core French students
- 22 English Language Learners
- 21 students of Aboriginal Ancestry

- 20 students with a Ministry designation for special education services

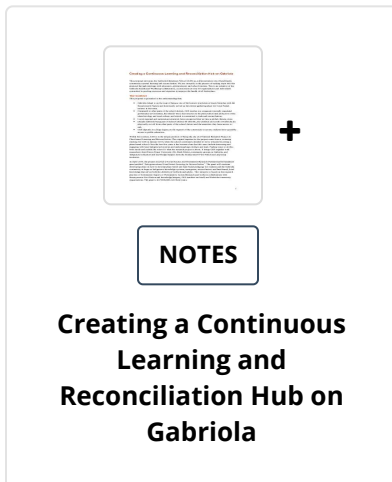
100% of students participate in the BC Food & Vegetable Program

#### GES Staff

- 0.8 Principal
- 1.0 Student Support teacher
- 1.0 Child and Youth Family Support Worker
- 0.5 Counsellor
- 4 Educational Assistants
- 9 Certified full time teachers
- 0.2 Speech Language Pathologist
- 0.1 School Psychologist
- 1 bus driver
- 1 custodian
- 1 secretary

The population on Gabriola Island faces unique challenges as it does not have ready access to the types of community and mental health supports that schools and families in Nanaimo and Ladysmith have. Families at GES have a range of socio-economic situations and many of our students require extra support to ensure that they are successful at school.

The PHC works with volunteers to provide breakfast and lunch each day to students who need it, and also provides a heavily subsidized hot lunch program once a week. Families pay what they can for these meals, but all students requiring lunch are fed, whether the meal is paid for or not.



## WHAT DO WE CELEBRATE?

Every Monday morning we hold a Gathering for all students, staff, parents, and community members where we focus on celebrating students who have exemplified and demonstrated a commitment to the core competency (value) that is the focus of that week. It is also a time to celebrate school team and individual athletic achievements as well as academic successes.

As Gabriola is a place of natural beauty, there is a large focus on place-based and land-based learning. All classes participate in gardening lessons at The Commons and see their hard work appear in the hot lunches delivered to the school each week. Classes spend as much time outside learning in an experiential environment as the weather allows. There is a great focus on weaving an indigenous world view into our land-based learning opportunities.

The students are exemplars for environmental stewardship in the district. They run and take ownership of the school recycling program linked to the local recycling station: GIRO. They also receive lessons in environmental stewardship focusing on our local biodiversity and how to effect change not just locally, but in the wider community and the world.

We celebrate diversity by promoting an inclusive learning environment which addresses the various learning and social-emotional needs of all students at GES. We recognize First Nation-Snuneymuxw Territories through the use of simple Hul qui'minum phrases at our School Gatherings and our daily morning announcements. Announcements are also made in French.

📁 Environmental Stew...

**Environmental  
Stewardship lessons  
and support**

**Step 1 Notes:** [none]

**Step 1 Completed:** [none]

## STEP 2) WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

WHAT ARE THE STRENGTHS AND STRETCHES WE SEE IN OUR LEARNERS?

WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

**Step 2 Notes:** [none]

**Step 2 Completed:** [none]

## STEP 3) WHAT ARE OUR GOALS? (FOCUSING)

### WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

Social-Emotional Learning  
Literacy Tier 2/3 interventions

### WHAT ARE OUR SPECIFIC GOALS?

1. To assist dysregulated students to build their capacity to be aware of how they react to conflict. (Go over the Zones of Regulation so students can identify which zone they are in and their behaviours in response to conflict, use of sensory room)
2. To assist dysregulated students become aware of positive conflict resolution techniques and next steps. (Zones of Regulation, connection with outside agencies, Coping Club, Ophelia Project, decrease in referrals to the office, decrease in use of sensory room, decrease in accessing counselor or CYFSW in school hours, reduction in the number of students on soft starts)
3. To assist dysregulated students build their awareness of how they react to academic challenges. (Zones of Regulation,
4. To assist dysregulated students build their capacity and coping skills to react to academic challenges. (staff training in the Dandelion Approach, reduction in the use of sensory room and/or time spent with counselor or CYFSW, reduction in the amount of time outs for dysregulated students during learning times, reduction in the number of students on soft starts)
5. To provide Literacy Tier 2/3 interventions to students who are 2 or more levels below grade level. (Identify students below grade level using NLPS data and provide 6 week small group intervention for identified students with the SST using the Press-then reassess)

**Step 3 Notes:** [none]

**Step 3 Completed:** [none]

## STEP 4) WHAT LEARNING AND ACTION WILL WE TAKE?

### WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

Non-Violent Communication (Pro-D October 11, 2019)  
The Dandelion Approach (PLC time February 3 & 10, 2020)

### WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?

**Step 4 Notes:** [none]

**Step 4 Completed:** [none]



**STEP 5) HOW WILL WE KNOW WE ARE MAKING A DIFFERENCE?** (CHECKING)

WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

**Step 5 Notes:** [none]

**Step 5 Completed:** [none]

## STEP 6) HOW WILL WE SHARE THIS INFORMATION?

HOW WILL WE SHARE OUR PLAN WITH STAFF?

HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

**Step 6 Notes:** [none]

**Step 6 Completed:** [none]

