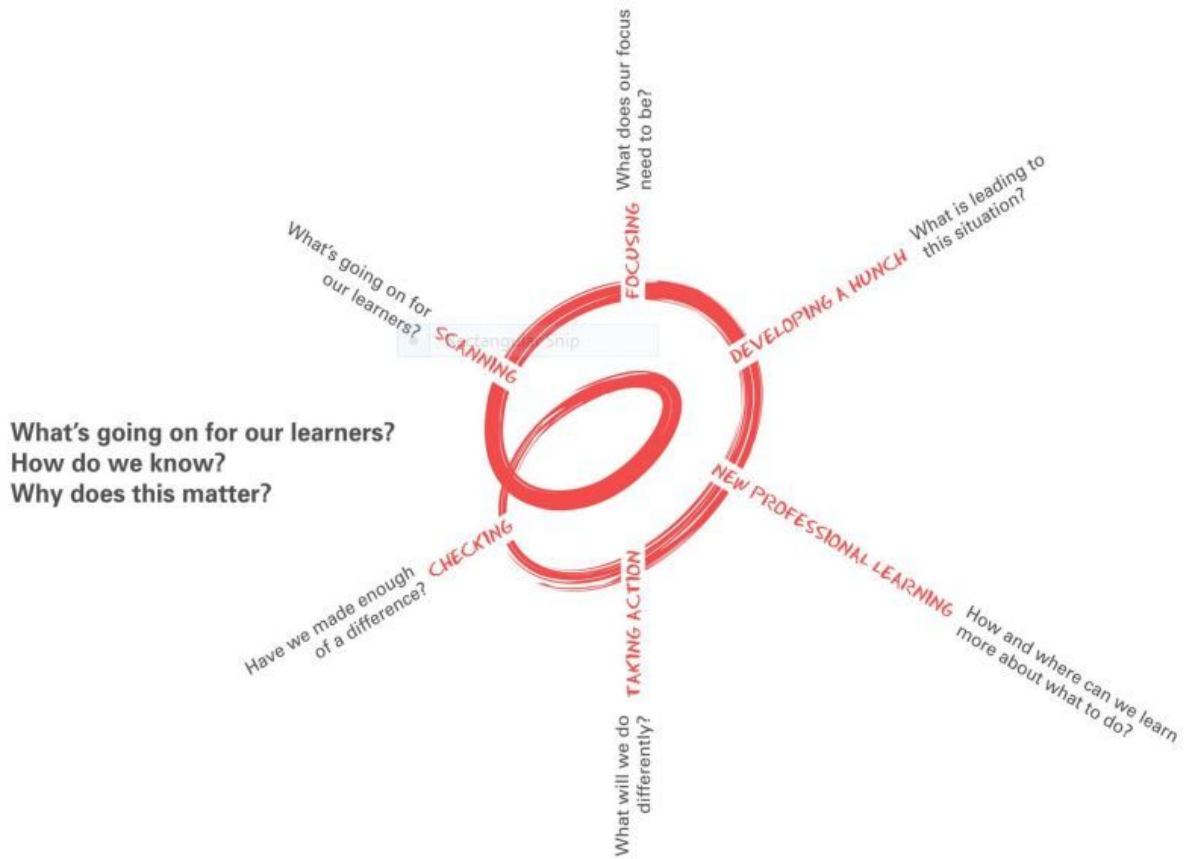


SCHOOL GROWTH PLAN – INQUIRY MODEL

Fernwood Elementary School - School District 64 (Gulf Islands)



***Based on the book by Judy Halbert and Linda Kaser:
"Spirals of Inquiry for equity and quality"**



FERNWOOD
Elementary School



Fernwood Elementary School



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Elementary School

School Growth Plan September 2016 – September 2017

SCHOOL CONTEXT

School population

Vision/Values/

Mission

Program Offerings

Code of Conduct

Aboriginal Education

Technology

4Learning

Fernwood Elementary School serves 180 students at the North end of Salt Spring Island. Built in the 1970's, the school has beautiful school fields, a garden and greenhouse, chicken coop and chickens, class garden spaces, as well as close proximity to Fernwood Beach and St. Mary's Lake.

We offer a variety of **programs** within the school, including:

- Grade 5 leadership program (Fernwood Firebirds)
- 2 multiage Nature Classes (grades K - 4)
- Garden/greenhouse/Farm to School program
- Music program and school choir
- Lunchtime games and activities, including knitting, ukulele, book club, intramurals, and school sports teams.
- Early learning programming (Strong Start, Mother Goose, Roots of Empathy)

Fernwood's values are: relationship! creativity (being yes-minded), compassionate service, balance, excellence, and dedication.

Fernwood's vision is: At Fernwood Elementary, we work together to help kids become joyful, lifelong learners who are confident, skilled, independent, and understand that they each have gifts to share with the world.

	<p>Fernwood’s mission is: To remain small school responsive in a larger school context. We all take responsibility for all children in the school and work together to respond to their individual needs.</p> <p>At Fernwood, we believe in the 3 Rs (being Respectful, being Responsible, and Reaching Out to others). A copy of our school Code of Conduct can be found here.</p> <p>Technology at Fernwood is purchased to support student learning, particularly, reading, writing, presenting, and creating. A copy of our school technology plan can be found here.</p>
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<p>SCANNING “What’s going on for our learners?”</p> <p>Useful information is gathered on key areas of learning</p> <p>Broad perspective</p> <p>Willingness to listen to learners & their families</p>	<p>We scanned many areas of our school to find information about what is going on for our learners. Here’s what we have found so far (and we acknowledge that we will need to continue to expand our scan into other sources of data, including parents and students).</p> <p>Reading: Report Card Data: Not Yet Reading at Grade Level - 5 primary, 3 intermediate Approaching Expectations - 30 primary, 2 intermediate</p> <p>DART/EPRA Information: Many students struggled with Making Connections and Making Inferences. Some students struggled with Fluency and Main Ideas/Details.</p> <p>Writing: Report Card Data: Not Yet Writing at Grade Level - 6 primary, 10 intermediate Approaching Expectations - 29 primary, 0 intermediate</p> <p>Numeracy: Report Card Data: Not Yet Meeting Expectations - 2 primary, 4 intermediate Approaching Expectations - 16 primary, 2 intermediate</p> <p>Social Responsibility: Incident Data: October 2014 - 15: 30 incidents October 2015 - 16: 38 incidents (but bigger population and less</p>
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	<p>severe in nature) 2016 - 17: 12 incidents so far (6 on the bus)</p> <p>Social/Emotional: 2015 - 16: increase in numbers of students needing counselling from 8 students to 15 students through the year. Issues that have arisen include mental health problems including self harm and disregulation, family break-up and complexity, anxiety, and ongoing friendship problems.</p> <p>2015 - 16: introduced 2 boys groups, one for shy boys who needed help making and keeping friends, and one for aggressive boys who needed help calming down at gym time and recess when things didn't go their way.</p> <p>2016-17: identified 20 students who need counselling services this year so far which is, again, an increase.</p> <p>2016-17: interested in developing a girl's social thinking group to reduce behaviours such as exclusion and coercion.</p> <p>2016-17: looked at historic planning documents for Fernwood Elementary to see what themes had emerged over past years and to see what is still relevant now. Social Emotional regulation was a continuing theme which created the development of the Fernwood 3 R's program, the common language problem solving structure, and other changes to create a stronger and safer school culture.</p> <p>In summary, we found that we have 30 primary students struggling with literacy and at least 20 students struggling with social emotional development.</p>
<p>FOCUS</p> <p>“What does our focus need to be?”</p> <p>Goal statements help to focus priorities for improving student learning.</p>	<p>Goals developed on framework day:</p> <ol style="list-style-type: none"> 1. Students will increase their social emotional competencies and will deepen their sense of belonging and self regulation at school, as measured by Core Competency self reflections (Personal Awareness and Responsibility- “I can” statements). <ol style="list-style-type: none"> a. By October, 8 students will begin/resume counseling through community services and 8 more students will begin/resume school-based counselling b. By November, teachers will use one mindfulness practice in their class per week c. By November, a girls' social group will start with the school counselor d. By November, students will have filled out the Core Competency self reflections

<p>Objectives help to focus goals into more specific areas of attention.</p>	<ul style="list-style-type: none"> e. By December, a boys’ social group will commence that is based around creating and maintaining friendships f. By March, teachers will use one mindfulness practice in their class each day g. By June, teachers will have supported students to fill out at least 2 self-assessments in the Personal and Social Core Competency #2 (Personal Awareness and Responsibility). <p>2. A selection of vulnerable readers will increase their fluency and comprehension to meet expectations in reading at the end of the school year</p> <ul style="list-style-type: none"> a. By October, teachers will select one student from their class that they will focus on b. In October, students will be formally assessed in EPRA/DART or PM Benchmarks to create a baseline for student growth c. By October, one-to-one readers will commence d. In January, students will be formally re-assessed in PM Benchmarks to see track their growth, e. In January, students in one-to-one readers will be reviewed f. In May and June, students will be formally re-assessed EPRA/DART to determine growth g. By May and June, teachers will regularly use technology to support emerging readers in their classroom
<p>HUNCH “What factors are leading to the situation?” “How are we contributing to it?”</p>	<p>Hunch #1: Some students are not getting enough meaningful practice reading.</p> <p>Hunch #2: Some students are struggling with anxiety, aggression, friendship skills etc. which affects and is affected by self-regulation.</p>
<p>LEARNING “How and where can we learn more about what</p>	<p>Where will we learn more about improving reading and writing, and social-emotional development?</p> <p>Literacy (improve reading achievement, particularly fluency and comprehension)</p> <ul style="list-style-type: none"> • Early literacy in-service • Mentorships with specialist teachers (2 teachers)

<p>to do?”</p>	<ul style="list-style-type: none"> ● Consultation and collaboration with colleagues to discuss relevant and effective strategies and programs (3 teachers) ● Professional development ● Tech workshop for teachers to show reading strategies with iPads ● In-house professional development on how to use Google Read Write ● Parent education about importance of home reading <p>Improve self-regulation (with mindfulness and other strategies)</p> <ul style="list-style-type: none"> ● At each staff meeting, one teacher will bring a mindfulness practice, strategy or lesson plan and teach it to the staff ● School-based professional development on mindfulness practice ● Contact community nurse for mindfulness resources and possible guest speaker for Pro-D day ● Exploring strategies of the MindUp program ● Tech time collaboration with teachers during student time to show how videos and other apps can be used to build a sense of belonging (pride in accomplishments) ● Tech workshop to show how iPads can be used in combination with projectors and apple TVs to build a sense of self-confidence and showcase their skills
<p>TAKING ACTION “What will we do differently?” “With what and how?”</p> <p>Strategies: Clearly articulated strategies connect school efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving school goals and objectives.</p>	<p>Our school’s inquiry team makes sure that all those involved are supported to try out new practices.</p> <p>Students will improve their social emotional development; they will deepen their sense of belonging and self regulation at school, as measured by Core Competency self reflections (Personal Awareness and Responsibility- “I can” statements).</p> <p>Mindfulness</p> <ul style="list-style-type: none"> ● Use a mindfulness activity in whole school meeting each week ● Use one mindfulness strategy in each class once per day ● Allow class time for regular check-ins with students to express how they are feeling ● Include more physical activity/movement breaks ● Breaks/time outs as needed <p>Counselling and Friendship Skills</p> <ul style="list-style-type: none"> ● Additional counselling added to the school this year ● Girls group through teacher counsellor ● Boys social group through learning services team ● Lunch activity groups based on student interests (games, knitting, book club, ukulele, etc) ● Quentin Harris will come in and share Aboriginal stories that

Structures:
Structures focus on activities that align school resources, time, personnel and organizational planning to support achievement of goals and objectives.

help students build capacity for caring and belonging

- Conflict resolution strategies including PBS 3R jar (recognizing pro-social behaviour) and problem solving framework already developed
- Peace bridge will be taught to Firebirds as problem solving strategy in the playground.

Self Confidence

- Student to student mentorships (grade 5 Firebirds, and grade 4 mentors)
- PBS 3 R jar at whole school meeting recognizing special student contributions
- Use technology such as makerspace, coding, and video to give students another way of connecting at school
- Have students creating weekly videos to share school highlights of the week for the school newsletter
- Use projectors, Apple tv's and iPads so that students can easily share their work with the rest of the class to build a sense of self
- Student update at staff meetings for communication purposes

Self Awareness

- In November, students will complete a self assessment on the core competency: Personal Awareness and Responsibility
- In May/June, students will reassess themselves in this area. We will look to see if there has been significant improvement in their sense of their ability to take responsibility for their actions, use strategies to calm themselves, and to solve problems.

One vulnerable reader in each class will increase their fluency and comprehension to meet reading expectations by the end of the school year.

Reading Supports and Resources:

- Targeted literacy groups in 5 classrooms to support more learners, particularly in the areas of fluency and comprehension 3 times/week
- High interest levelled-books will be purchased and available to students
- iPads or tablets can be used to operate reading apps to support students auditory and visual experience with reading

Teacher Pro-D:

- One student in each class will be selected to be the teacher's focus for the year
- Reading strategies that are applicable to that student will also

	<p>be used to support other students</p> <ul style="list-style-type: none"> ● Early literacy inservice in oral language, phonemic awareness, alphabet knowledge, concepts of print etc, attended by all K/1 teachers ● Consultation time to determine best practices for our learners ● Teachers will be trained to use iPad apps that build literacy development by tech rep. For example: <ul style="list-style-type: none"> ○ Fry Words for K ○ Hideout Early Reading K ○ Aesop’s Quest K,1,2 ○ Reading A-Z 1,2,3, ○ Book Creator 3,4,5 ○ Talking Baby Hippo K,1,2 ○ Mad Libs 2,3,4 <p>Additional Reading Supports:</p> <ul style="list-style-type: none"> ● One-to-one readers will read with specific students 3x/week ● Aboriginal themed books at various reading levels will be purchased and made available ● Create a mini lab to be used for small reading groups using online reading programs like Reading A-Z ● Focus on phonological awareness to build foundational skills, with weekly oral language groups for all Kindergarten students
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<p>CHECKING “Have we made enough of a difference?”</p> <p>Changes in practice don’t always lead to substantive improvement or useful innovations- in this part of the inquiry that asks whether we are making enough of a difference</p>	<p>Go back to evidence gathered at Scanning portion of inquiry to determine if the goal areas have been focused on as well as the level of success that was <u>hoped for</u> was achieved.</p> <p>Have 8 of our most vulnerable readers been able to increase their fluency and comprehension so that they now meet expectations in reading by the end of the year?</p> <p>Have other readers benefited from the reading strategies and reading interventions being implemented in the classroom?</p> <p>Has our students’ sense of belonging and self-regulation improved as measured by their self-reflections in June?</p> <p>Collect anecdotal evidence from teachers for the 20 students who are struggling with social emotional learning - has their self-regulation improved? Anxiety improved? Use of strategies increased?</p>
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<p>CONNECTIONS</p> <p>“How are we part</p>	<p>Alignment with District Goals</p> <ul style="list-style-type: none"> ● Fernwood’s Goal #2 directly aligns with the School District’s stated goal #1: All students are progressing towards greater competency in the foundational skills.”
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of a bigger whole?"

Community Involvement

- One to One Reading Program
- Big Brothers Big Sisters Program
- Farm to School Program - partnerships with Singing bird Farm and North End Farm
- Regular visits from Public Library
- Parent readers in the school daily
- Clubs facilitated by community members - knitting club, games club, ukulele club

Communication Strategies

- Daily home-school communication folders by each teacher
- Weekly newsletter emailed to each family
- Website and Facebook pages
- Regular PAC meetings
- PAC Facebook page and email communication
- Meet the Teacher Nights
- Tell Me About Your Child meetings
- Student - Led Conferences
- Chalkboard in Parking Lot
- Parent/Community education evenings
- Phone calls and personal emails

Summary of Inquiry Question:

Plan submitted by:

	Name	Signature
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Principal		
Teacher(s)		
PAC Chair		
[Student(s)]		

Date: _____