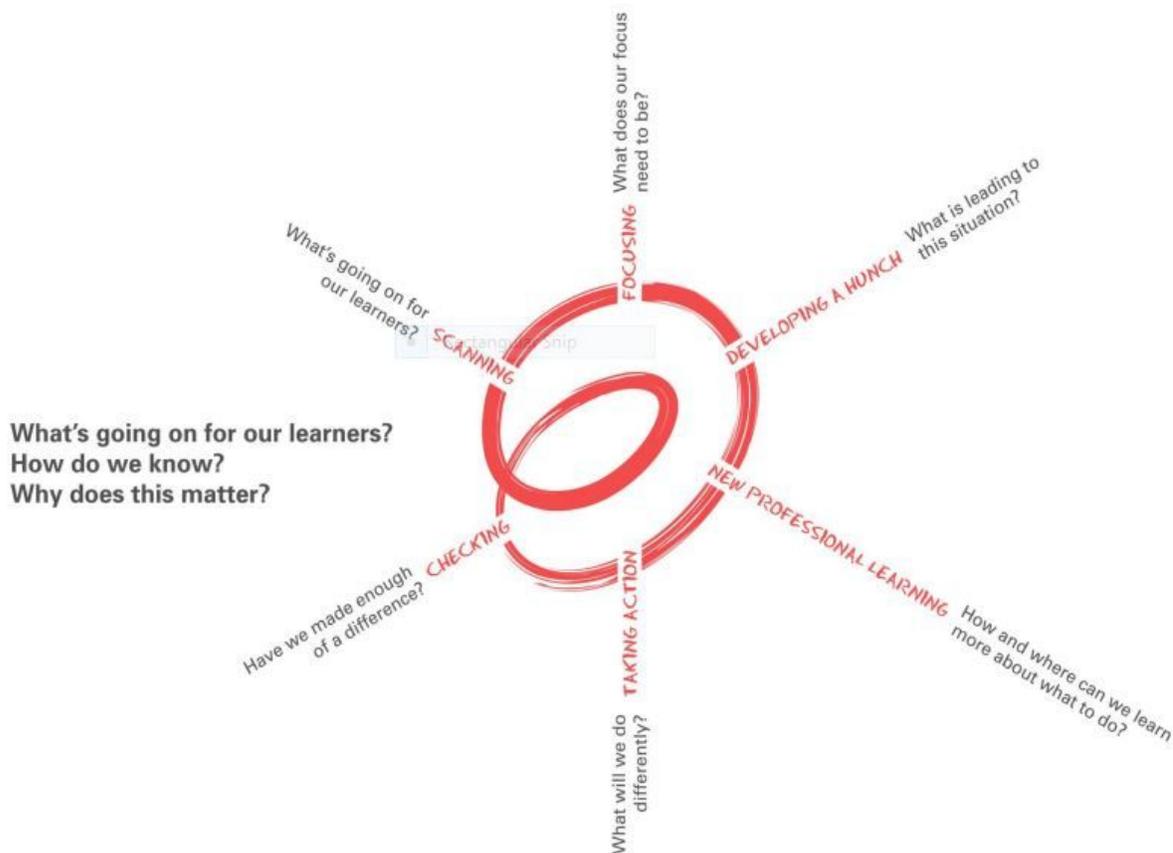


# SCHOOL GROWTH PLAN – INQUIRY MODEL

Fulford School - School District 64 (Gulf Islands)



Fulford Elementary School

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



# School Planning Template Guidelines



## School Growth Plan – Fulford School

September 2016 – September 2017

### SCHOOL CONTEXT

School population

Vision/Values/

Mission

Program Offerings

Code of Conduct

Aboriginal Education

Technology

4Learning

Fulford School is a beautiful school in the south end of Salt Spring Island. We have 110 students in five multiage classes from Kindergarten to Grade 5. While all of our classes engage in nature and place-based learning, our K-1 and Gr. 1-3 classes are “nature focused” and spend up to half of the day learning in nature.

Fulford School’s value guidelines are outlined here: [Value Guidelines](#).

Fulford School has three rules: **Care for Self, Care for Others, Care for the Environment**. What these rules look like in a variety of contexts is outlined [here](#).

Fulford School’s Code of Conduct is [here](#).

Technology for Learning Plan is [here](#).

<p><b>SCANNING</b>  <b>“What’s going on for our learners?”</b></p> <p>Useful information is gathered on key areas of learning</p> <p>Broad perspective</p> <p>Willingness to listen to learners &amp; their families</p>	<p>While we are just beginning the true scanning phase, we know the following from our school report card/PSR data:</p> <ul style="list-style-type: none"> <li>• 72 of our students are meeting or exceeding expectations in <b>Social Responsibility</b>; 14 are not *</li> <li>• 53 of our students are meeting or exceeding expectations in <b>Reading</b>; 33 are not.*</li> <li>• 47 of our students are meeting or exceeding expectations in <b>Writing</b>; 39 are not *</li> <li>• 53 of our students are meeting or exceeding expectations in <b>Math</b>; 33 are not *</li> </ul> <p>* This data represents students in Grade 1-5 at the beginning of the 2016 school year based on the year end report card data from the previous school year (86 of our 115 students)  <a href="#">Data summary</a></p> <p>To begin our scanning process to find out what is going on for our learners in writing, we are developing and will conduct interviews/surveys with each student. We plan to do the interviews with the students in the Fall and then again in late Spring. In addition, teachers will complete a survey about their feelings about and confidence in teaching writing.</p> <p><b><u><i>This area is in progress; more work and detail to come as we engage in the inquiry process.</i></u></b></p>
<p><b>FOCUS</b></p> <p><b>“What does our focus need to be?”</b></p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>Throughout the 2015-16 school year, our goals were:</p> <ul style="list-style-type: none"> <li>• <b>To increase the number of students who are meeting expectations in reading.</b></li> <li>• <b>To improve student achievement in, and attitude towards, writing.</b></li> <li>• <b>To return to our “nature school roots” by implementing nature/placed-based programming in our classes.</b></li> </ul> <p>Based on our data and conversations from 2015-16, we will continue to focus on these goals this school year while we participate in the inquiry process.</p>

<p><b>HUNCH</b></p> <p><b>“What factors are leading to the situation?”</b></p> <p><b>“How are we contributing to it?”</b></p>	<p>Some of our struggling readers did not master some of the essential skills in Kindergarten and Grade 1 that usually lead to later literacy success (oral language, phonological awareness, alphabetic principle).</p> <p>Some of our learners are reluctant writers. Some of our students dislike writing and/or have a poor attitude towards writing.</p> <p>Some of our students struggle with written output due to difficulty with fine motor/printing challenges.</p> <p><b><u><i>This area is in progress; more work and detail to come as we engage in the inquiry process</i></u></b></p>
<p><b>LEARNING</b></p> <p><b>“How and where can we learn more about what to do?”</b></p>	<p>We are going to focus our professional learning on writing instruction. We will read articles &amp; books and watch videos to guide our learning in research based practices in writing instruction. We have set up a google doc for topic generation and “local expert” for each topic (what each teacher is willing and confident to lead/share).</p> <p>Our K-Gr. 1 teachers will participate in the school district’s 3 early literacy in-services throughout the year to focus on essential skills for literacy learning.</p> <p>We will continue to work on our understanding of the growth mindset and how we can promote it in our classes.</p> <p>We will also learn about the Spirals of Inquiry process by reading articles about it and engaging in the inquiry process.</p> <p>We will also need to learn more about providing descriptive feedback to students, particularly in writing, to help students learn how to self-assess and set learning goals.</p> <p>We will have two evening professional learning sessions using professional growth funds to release teachers (in lieu of evening work). We will try to create opportunities for teacher collaboration using a combination of consultation time and creative scheduling during Choir.</p> <p><b><u><i>This area is in progress; more work and detail to come as we engage in the inquiry process.</i></u></b></p>

<p><b>TAKING ACTION</b>  <b>“What will we do differently?”</b></p> <p><b>“With what and how?”</b></p> <p><b>Strategies:</b>  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><b>Structures:</b>  Structures focus on activities that align school resources, time, personnel and organizational planning to support achievement of goals and objectives.</p>	<ul style="list-style-type: none"> <li>• Continue our Reading Intervention blocks 3 x per week for an increased length of time (45 minutes each block) with Marie and Kaz (one block for students in Gr. 1-2 &amp; Gr. 1-3 classes; one block for students in Gr. 3-4 &amp; Gr. 4-5)</li> <li>• Continue 1-1 Literacy Program with SS Literacy during intervention blocks, 3 X per week</li> <li>• Daily home reading programs in all classrooms</li> <li>• School-wide protected time for literacy.</li> <li>• Implement early literacy support at the K-1 level (oral language, phonological awareness, alphabetic principle) 3 x week</li> <li>• School-wide Graphic Novel writing project with Johanna Hoskins</li> <li>• Develop Growth Mindset culture (resilient learners)</li> <li>• Use technology for students to access and develop text (Ipad accessibility to read text to students who struggle with reading, voice to text &amp; apps for students who need support getting their ideas on paper; apps to allow students to demonstrate their learning and knowledge in alternative ways)</li> <li>• Use iPads and technology to motivate students to practice foundational skills (reading, writing, phonological awareness, alphabet, etc.).</li> </ul> <p><b><u>This area is in progress; more work and detail to come as we engage in the inquiry process.</u></b></p>
<p><b>CHECKING</b>  <b>“Have we made enough of a difference?”</b></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 <i>enough</i> of a difference</p>	<p>We will use PM benchmarks and report card data as our baseline data for reading and writing.</p> <p>We will continue to monitor our report card data and other assessments (reading, PM benchmarks, phonological awareness screening, writing samples).</p> <p>We will collate the data from our student survey/interviews to find out what is going on for our learners in writing.</p> <p><b><u>This area is in progress; more work and detail to come as we engage in the inquiry process.</u></b></p>

## CONNECTIONS

**“How are we part of a bigger whole?”**

### **Alignment with District Goals**

Goals # 1 & 2 align with the district goal:

All students are progressing towards greater competency in the foundational skills.

Goal #3 aligns with the Board’s Strategic Plan - Objective 2.1:

Encourage connection to and individual responsibility for the natural environment.

### **Community Involvement**

1-1 Literacy Tutors (through SS Literacy)

Change for Community (fundraising for local community groups at WSMs)

Local Artists through AIC program

Nature Art with Lisa Lipsett

### **Communication Strategies**

Weekly bulletin/newsletter emailed to parents

School Website & Calendar

Classroom blogs and newsletters

PAC meetings monthly

Weekly Whole School Meetings

Meet the Teacher Presentations

Student-led Conferences

Student planners used daily

## **Summary of Inquiry Question:**

**How will our focus on writing instruction improve students’ achievement in and attitude towards writing?**