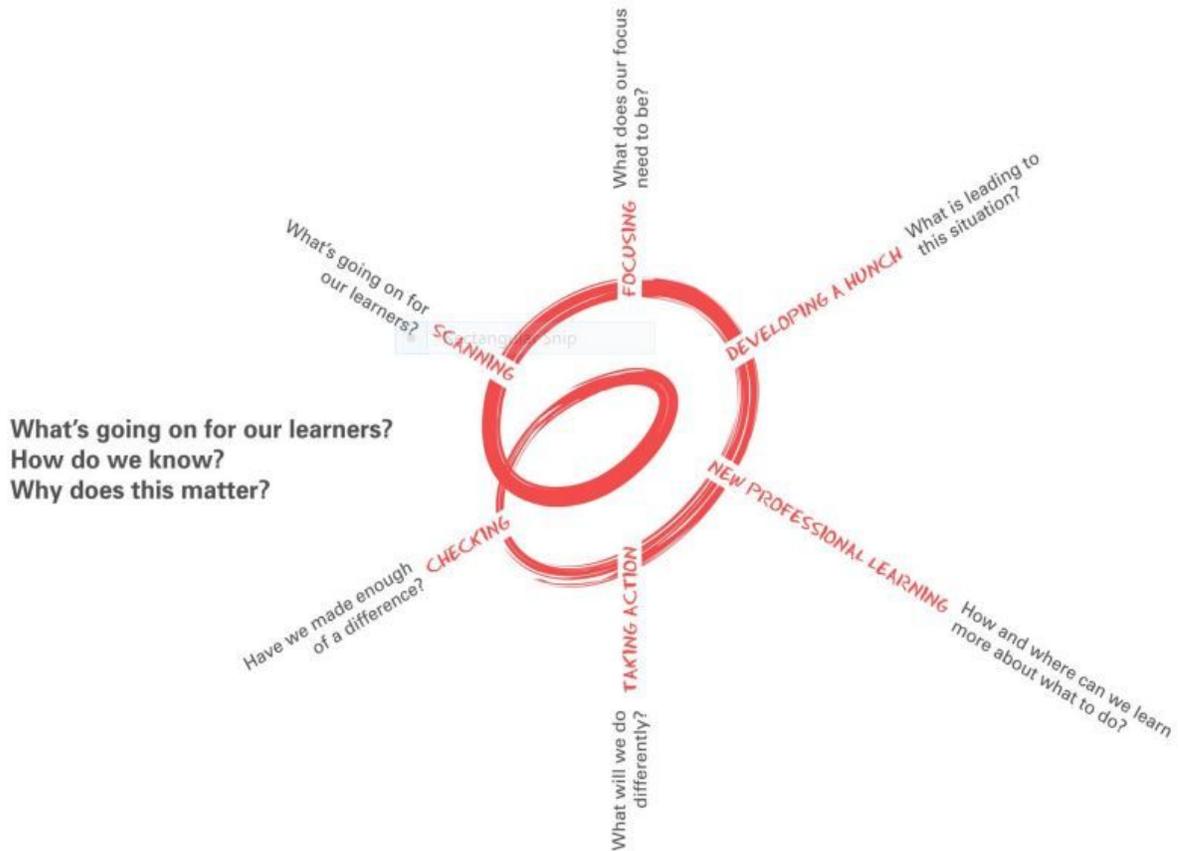
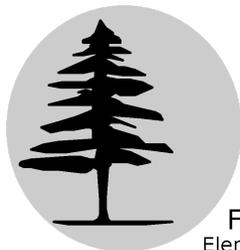


SCHOOL GROWTH PLAN – INQUIRY MODEL

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



FERNWOOD
Elementary School

School Growth Plan September 2017 – September 2018

SCHOOL CONTEXT

School population

Vision/Values/

Mission

Program Offerings

Code of Conduct

Aboriginal Education

Technology 4Learning

Fernwood Elementary School serves 204 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)
- 3 multiage Nature Classes (grades K - 5)
- Garden/greenhouse/Farm to School program
- Music program and school choir
- Lunchtime games and activities, including knitting club, robotics club, ukulele club, 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> <p>At Fernwood, we embed Aboriginal Ways of Knowing into all areas of our school and curriculum. You can receive a copy of our Aboriginal Education School Plan upon request.</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:</p> <p>Reading: Report Card Data (from June 2017):</p> <p>Grade 1s Not Yet Meeting Expectations: 1 Grade 1s Approaching Expectations: 5</p> <p>Grade 2s Not Yet Meeting Expectations: 8 Grade 2s Approaching Expectations: 8</p> <p>Grade 3s Not Yet Meeting Expectations: 5 Grade 3s Approaching Expectations: 9</p> <p>Grade 4s Not Yet Meeting/Approaching Expectations: 7</p> <p>DART/EPRA Data: Many students struggled with Making Connections and Making Inferences. Some students struggled with Fluency and Main Ideas/Details.</p>
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PM Benchmark Data:

Grade 2

- 1 student currently reading at PM Level 2
- 2 students currently reading at PM Level 6
- 3 students currently reading at PM Level 4

Grade 3

- 3 students currently reading at PM Level 8
- 4 students currently reading at PM Level 11/12
- 1 student currently reading at PM Level 15/16

Grade 4

- 1 student currently reading at PM Level 4
- 1 student currently reading at PM Level 12

Communication Core Competency (Connect and Engage with Others):

- Anecdotally, students are showing that they are struggling to listen to others in communication (they listen only to be able to speak their turn, often)
- Students continue to struggle with ways to manage peer conflict without direct adult interventions
- Students are sometimes unaware how their behaviour, tone of voice, facial expressions, and other non-verbal communications are impacting their peers

A Safe and Caring School:

We will continue to support Fernwood to be a **safe and caring school** by:

- Focus on the 3 Rs and explicit instruction in expected behaviour
- Common language around the Zones of Regulation
- Mindful and other strategies for calming and regulating feelings
- Seeing all children as our children
- Being responsive to individual student needs

<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>Objectives help to focus goals into more specific areas of attention.</p>	<p>Maintain our warm and caring school climate and culture.</p> <p>Improve foundational literacy skills for our vulnerable readers, especially those in the primary grades.</p> <p>Help students to develop their Communication Core Competency, focusing on the <i>Connect and Engage with Others</i> aspect of the competency.</p>
<p>HUNCH</p> <p>“What factors are leading to the situation?”</p> <p>“How are we contributing to it?”</p>	<p>Reading:</p> <p>Hunch #1: Some students are not getting enough meaningful practice reading.</p> <p>Hunch #2: Some students (the 5%) are going to need very specialized interventions, such as Orton-Gillingham style interventions, in order to be able to read with fluency and understanding.</p> <p>Hunch #3: Some students coming to school with no breakfast or lack of sleep?</p> <p>Hunch #4: Family complexity / stressors are interfering with oral language, reading time, and emotional regulation.</p> <p>Communication:</p> <p>Hunch #5: There is less oral conversations/dialogue happening at home (screens, working parents, etc).</p> <p>Hunch #6: There is less imaginative play and free time play for children, and more reliance on screens during play with peers</p>

<p>LEARNING</p> <p>“How and where can we learn more about what to do?”</p>	<p>Literacy (improve reading achievement, particularly fluency and comprehension)</p> <ul style="list-style-type: none"> ● Early literacy in-service ● Parent education about importance of home reading ● FUEL (working with parents) ● Sharing literacy strategies at staff meetings ● Consultation time to observe other teachers teaching literacy in their classes ● Mentorships ● Pro-Growth (Orton-Gillingham) <p>Core Competency - Communication</p> <ul style="list-style-type: none"> ● Notice, Name, Nurture ● What are other schools in the district/Province doing? - research ● How do we teach, assess, and report on the Communication Core Competency (focus on connect and engage with others)?
<p>TAKING ACTION</p> <p>“What will we do differently?”</p> <p>“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</p>	<p>Goal #1: Increase the number of students MEETING EXPECTATIONS in reading by June 2018.</p> <ul style="list-style-type: none"> ● Targeted literacy support from Liis, Kelda, and classroom teachers ● Early Primary Literacy Inservice ● One to One Readers ● Targeted literacy instruction in classroom instruction ● Support for phonological screening and teach to the areas that students are showing weakness in ● 15 mins at staff meetings will be dedicated for teachers to share a literacy practice that they use to teach a specific skill ● Use of Peer Reading Coaches / Buddy Reading ● Can we develop sacred time for reading in the school? ● Develop Drop Everything and Read on a regular basis to increase the profile of reading in the school and in families

<p>goals and objectives.</p> <p>Structures: 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"> ● Time to observe each other teaching literacy instruction related to a specific aspect of literacy ● Target PRE-SCHOOL students <ul style="list-style-type: none"> ○ FUEL sessions at Fernwood ○ Kindergarten package at registration about importance of reading and how parents can begin now <p>Goal #2: Communication Core Competency - Connect and Engage with Others</p> <ul style="list-style-type: none"> ● Develop a self-assessment for Communication Core Competency (connect and engage with others) for students to use in reporting; first assessment in November, second one in June ● Whole School Meeting Activities (Connecting and Engaging with Others): <ul style="list-style-type: none"> ○ Problem solving - how to ○ Peer conflict ○ Tone of voice ○ Body language ○ Facial expressions ○ Focus on Social Problem Solving Language
<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>	<ol style="list-style-type: none"> 1. Look at report card data in June 2018- has the number of students meeting expectations in reading increased? Also look at the PM Benchmarks - has there been improvement in the PM Benchmark levels for students receiving targeting reading interventions? 2. Have students complete a second Communication Core Competency self assessment. Did the students rate their understanding of and skill level in this core competency higher than they did in November?

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CONNECTIONS

“How are we part of a bigger whole?”

Alignment with District Goals

- Fernwood’s Goal #1 directly aligns with the Board’s Strategic Plan Goal 1.1: “Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills and a lifelong love of learning”
- Fernwood’s Goal #2 directly aligns with the Board’s Strategic Plan Goal 1.1: “Instill practices that support students’ physical, social, emotional and mental health, safety and well-being”

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
- FUEL parent education sessions each year

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:

How can targeted interventions and parent involvement help us to improve fluency and comprehension in reading for our most struggling readers?

How can we help students better connect and engage with others when speaking and listening?

Plan submitted by:

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

Date: _____