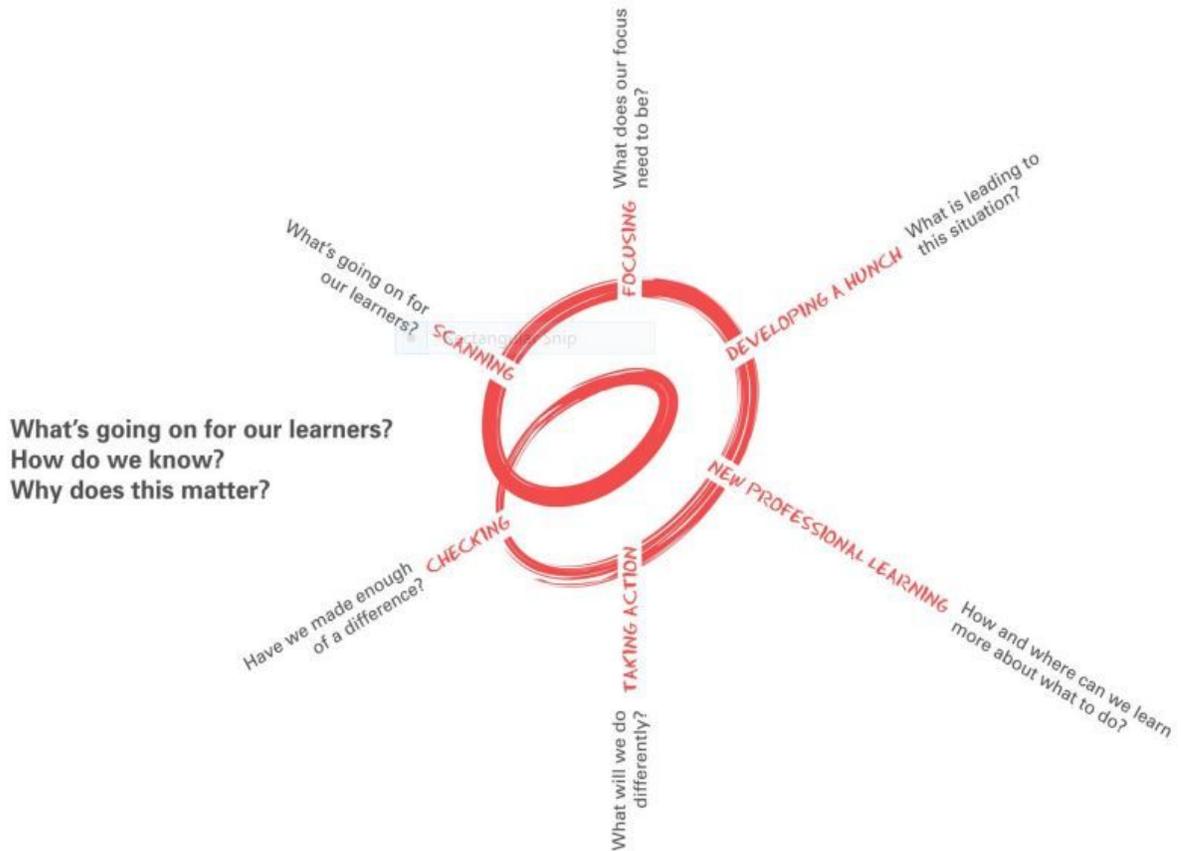


SCHOOL GROWTH PLAN – INQUIRY MODEL

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 2017 – September 2018

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 93 students in five multiage classes from Kindergarten to Grade 5. All of our classes engage in nature-based learning activities on a regular basis.

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](#).

Fulford School's Technology Policy is [here](#).

<p>SCANNING</p> <p>“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>One part of our scanning phase was looking at our report card data from June 2017. This data included students who are currently in Grades 1 -5 at Fulford School during the 2017-18 school year. This is what we see from our data:</p> <ul style="list-style-type: none"> • 74% of our students are approaching/meeting to exceeding expectations in Reading; 26% are not yet meeting to approaching expectations • 75% of our students are approaching/meeting to exceeding expectations in Writing; 25% are not yet meeting to approaching expectations. • 91% of our students are approaching/meeting to exceeding expectations in Math; 9% are not yet meeting to approaching expectations.** <p>Six of the students in this data have diagnosed learning disabilities in reading, writing, spelling and math, yet all of them are making progress in acquiring their foundational skills. This data represents students in Grade 1-5 at the beginning of the 2017 school year based on the year end report card data from the previous school year (85 students)</p> <p>Data summary</p> <p>During the 2016-17 School Year:</p> <ul style="list-style-type: none"> • All teachers implemented a “spelling” program in their classes (Phonics, Words Their Way, etc.). • Six of the 15 students who were in the Reading Intervention blocks last year “graduated” out by reading at Grade level. • The average improvement in reading levels from October - June last year was 7-9 Benchmark Levels
<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</p>	<p>Throughout the 2016-17 school year, our goals were:</p> <ul style="list-style-type: none"> • To increase the number of students who are meeting expectations in reading. • To improve student achievement in, and attitude towards, writing. • To return to our “nature school roots” by implementing nature/placed-based programming in our classes. <p>Based on our data and conversations during last school year and on Framework Day in September, 2017, we decided:</p> <ol style="list-style-type: none"> 1. We can remove our goal to increase the number of students who are meeting expectations in reading because we have solid structures in place that will sustain our work on supporting reading in the school. Reading has been a goal

focus goals into more specific areas of attention.

for the school over the past four years and we are satisfied that what we have in place is making a difference for our most vulnerable learners and can be sustained. These structures include the early intervention blocks we have in place to support our students in Kindergarten and Grade 1, and the Reading/Literacy Support blocks we have to support students in Grade 2-5.

2. We can remove our Nature goal because nature-based learning is part of our school's value guidelines and will sustain itself despite us no longer having "dedicated" nature classes in the school (due to lack of enrolment). All classes at Fulford regularly engage in outdoor and nature-based learning (some daily) and our prep teacher takes each class for nature-based learning for one hour once per week.
3. We still have more work to do in inquiring our about how to improve our students' achievement in writing, however we do not have to work to improve their attitudes towards writing. Through our student surveys and interviews about writing last year we found out that our students do not have a negative attitude towards writing; in fact, the majority of our students like writing and many really love to write. Consequently, we will be revising our writing goal to reflect this change.
4. Despite what our year-end report card data indicates, the observations of all of the teachers point to a need to change the "mindsets" of many of our students when it comes to math and to improve their mathematical understanding and achievement.

Our school goals for the 2017-18 school year are:

1. **To improve student achievement in writing.**
2. **a) To improve student achievement in mathematics
b) To foster a growth mindset in our students, particularly in regard to mathematics.**

Although we have not identified it as a formal school goal, we have discussed our desire to build upon our strong school community by increasing a sense of belonging for all of our students and families through a variety of activities and practices.

HUNCH

“What factors are leading to the situation?”

“How are we contributing to it?”

Writing:

Many of our students struggle with the basic conventions of writing, including spelling, grammar, punctuation and penmanship.

Many students are not able to take risks when it comes to writing

Many of our students are not yet meta-cognitive about their writing; they are not really able to identify what they do well in writing and what they need to work on.

As teachers, we haven't given enough specific feedback to students to help them to improve their writing and their meta-cognition.

Students are not spending enough time engaged in the writing process.

Math:

Many students feel they are not good at math and do not persevere when they don't know how to solve a math problem.

Many of our students do not yet have a strong number sense (flexible thinking about numbers).

Many of our students are not yet fluent with basic facts.

Many of our students struggle with multi-step math problems (they do not understand what the problem requires or how to begin).

We have not consistently used a concrete to pictorial to abstract progression in our instruction to ensure students develop conceptual understanding of math.

Many of our students' parents are not aware of the changes in the math curriculum and instruction and they think about how they were taught math.

We haven't consistently used reliable assessment tools to provide us with good data about what our students are able to do and what they need to learn.

Our year end report card data is not consistent with our observations and “hunches” as a group of educators (our report card data indicates most of our students do not struggle in math yet our observations and instinct tell us they do.)

We are not clear about the targets for “meeting expectations” in math at all grade levels (K-5).

LEARNING

“How and where can we learn more about what to do?”

We will continue to focus some of our professional learning on writing instruction. We will examine some of the 6 +1 Traits of Writing resources we purchased to inform our instructional practices.

We will continue to have a “professional focus” section of our monthly staff meetings to support our inquiry into writing and math instruction.

Our K-Gr. 1 teachers will participate in the district’s 2 early literacy in-services that focus on essential skills for literacy learning. This is a continuation of the in-services from last school year.

Four of our teachers (Marie, Kaz, Sarah and Janice) have completed the Orton-Gillingham Foundations and Classroom Educator courses and will work together to implement the OG approach in our classrooms and literacy support groups.

We will continue to work on our ways to foster a growth mindset in ourselves and our students.

We will learn more about providing descriptive feedback to students to help students learn how to self-assess and set learning goals, particularly in writing and math.

We will participate in a school-based Pro-Growth Project to collaborate and learn about research-based instructional practices for math. Teachers will work together on two Fridays to share expertise and strategies for math and to create common language and expectations.

Two teachers are participating in the Math Inquiry this year and two others have participated in it in previous years. This will allow us to learn about and share instructional routines and resources.

TAKING ACTION
“What will we do differently?”

“With what and how?”

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.

Structures:

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

- Continue our Early Intervention blocks to support students in Kindergarten and Grade 1 who are not meeting expected targets in phonological awareness and alphabet knowledge. (3 times per week for two groups)
- Continue our Literacy Intervention blocks 3 x per week for an increased length of time (45-50 minutes each block) with Marie and Kaz (two blocks for students in Gr. 1-2 & Gr. 2-3 classes; two blocks for students in Gr. 3-4 & Gr. 4-5).
- We have changed the structure of our literacy support blocks in order to implement the OG approach. The blocks focus on building students’ decoding and encoding skills which will improve their reading and writing fluency.
- Continue 1-1 Literacy Program with SS Literacy 3 X per week (outside of Intervention blocks)
- School-wide protected time for literacy.
- Implement DEAR (Drop Everything And Read) in all classrooms.
- Develop Growth Mindset culture (resilient learners)
- Use technology for students to access and develop text (Ipad accessibility to read text to students who struggle with reading, voice to text & apps for students who need support getting their ideas on paper; apps to allow students to demonstrate their learning and knowledge in alternative ways)
- Use iPads and technology to motivate students to practice foundational skills (reading, writing, phonological awareness, alphabet, etc.).
- Have the Math Playground at Fulford for a week in January or February.
- Host a “Family Math Night” to inform parents about “new math” and invite families to “play” with math in the Math Playground.

<p>CHECKING</p> <p>“Have we made <i>enough</i> 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 <i>enough</i> of a difference</p>	<p>We will use EasyCBM (Classroom Based Measures) and Orton-Gillingham assessment tools two-three times per year to assess student progress in phonological awareness, phonogram/grapheme knowledge, phonetic and sight word reading and writing, and reading and writing fluency.</p> <p>We will conduct School Wide Writes in the fall and spring to see how our students are progressing in 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 repeat our survey/interviews with students about writing.</p> <p>We will identify and use a reliable assessment tool to assess students’ achievement in math (DMA, Vernon Numeracy Screeners, Early Numeracy Screen).</p>
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<p>CONNECTIONS</p> <p>“How are we part of a bigger whole?”</p>	<p>Alignment with District Goals</p> <p>Goals # 1 & 2 align with the district goal: All students are progressing towards greater competency in the foundational skills.</p> <p>Goals #1& 2 align 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.</p> <p>.</p> <p>Community Involvement</p> <p>1-1 Literacy Tutors (through SS Literacy) Change for Community (fundraising for local community groups at WSMs) Local Artists through AIC program</p> <p>Communication Strategies</p> <p>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 Family Math Night</p>
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Summary of Inquiry Question:

How will our focus on instruction and assessment practices in writing and math impact our students' achievement in each curricular area?