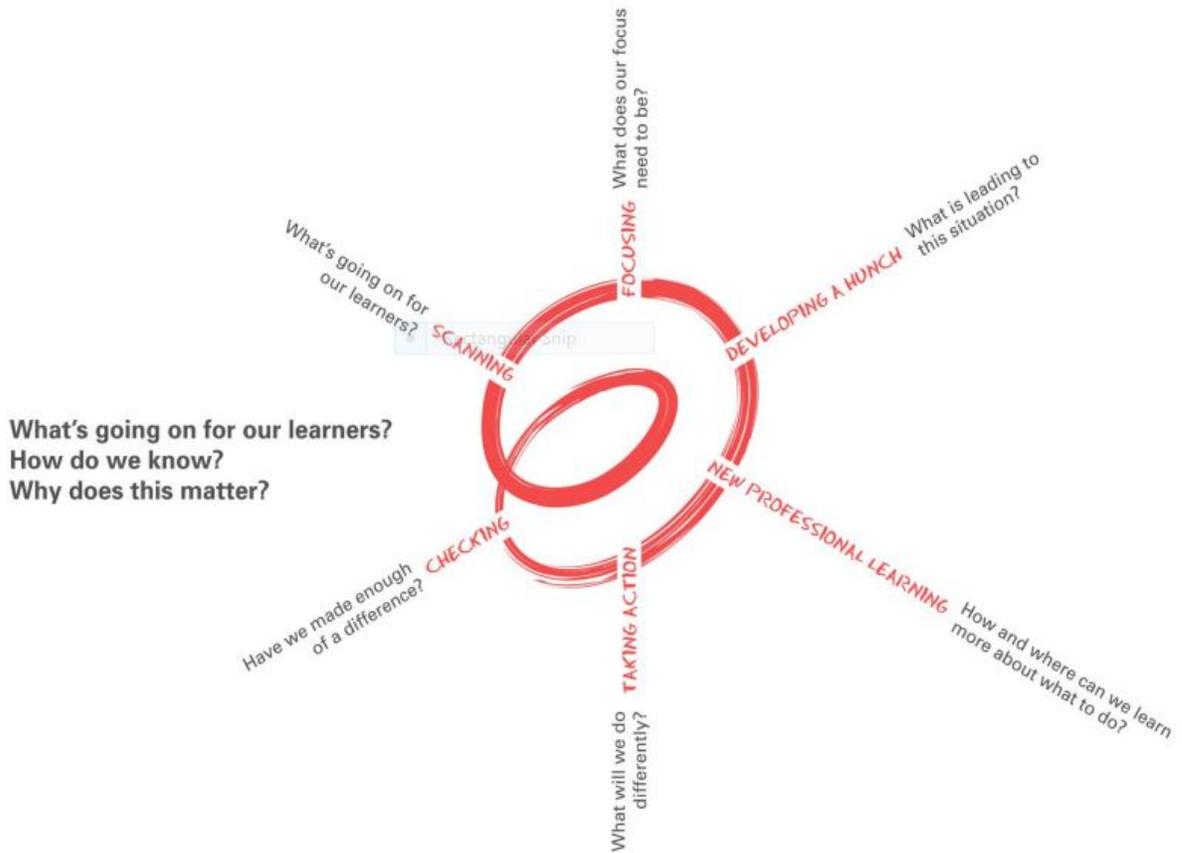


# SCHOOL GROWTH PLAN – INQUIRY MODEL

Salt Spring Elementary - School District 64 (Gulf Islands)



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



# Salt Spring Elementary

## School Growth Plan – SSE September 2017 – September 2018

### SCHOOL CONTEXT

School population

Vision/Values/

Mission

Program Offerings

Code of Conduct

Aboriginal Education

Technology 4Learning

Salt Spring Elementary is located in the heart of Ganges on Salt Spring Island. We enroll approximately 180 Kindergarten to Grade 5 students in our nine multiage classes.

#### **Vision and Values:**

Salt Spring Elementary has a whole child focus: intellectual, social/emotional, physical, cultural and artistic development. We strive to provide each learner with a sense of belonging, success and positive self-esteem.

#### **Our “Rules”**

We have three main expectations at Salt Spring Elementary School

- Be Caring
- Be Respectful
- Be Safe

#### **Problem Solving**

We encourage children to use their WITS if they encounter a problem

- Walk Away
- Ignore
- Talk it out
- Seek help

#### **Mission:**

*Salt Spring Elementary cultivates a safe and caring environment that involves parents and the local community in promoting and inspiring active learning and social responsibility.*

**Aboriginal Education:** Each class has adopted an animal name. The animals that were selected are important to Coast Salish People. We have Salmon, Orca, Frog, Raccoon, Wolf,

	Owl, Hummingbirds, Raven and Dragon Fly. We begin our meetings with an acknowledgement of territory. Quentin, a local First Nation's artist and storyteller, visits our classes to share his craft and wisdom with the students. The school has purchased beautiful and rich Ab. Ed resources that are readily available for teachers.

<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><b>We have asked students these key questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Name adults in this school who believe in you</i></li> <li>• <i>Name students in the school who you feel connected to</i></li> </ul> <p>Reading assessments (Dart, PM Benchmarks, Fluency assessment)</p> <p><b>School connectedness is the belief held by students that adults and peers in the school care about their learning as well as about them as individuals. Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. (American Psychological Association, Healthy Schools BC)</b></p> <p><b>Our current Data and Scanning reveals the following:</b></p> <p style="text-align: center;"><b>Reading</b></p> <p><b>Report Card marks</b> for the last two years show that the majority of students are meeting or exceeding grade level expectations in reading.</p> <p>2016-2017 74% Meeting or Exceeding  2015-2016 76% Meeting or Exceeding  2014-2015 77% Meeting or Exceeding</p> <p><i>We are troubled that almost ¼ of our students are in the approaching or Not Yet Meeting category according to Report Card marks.</i></p> <p><b>FSA results</b> show the following for reading:</p> <p>2016-2017 77% Meeting or Exceeding  2015-2016 95% Meeting or Exceeding  2014-2015 87% Meeting or Exceeding</p> <p style="text-align: center;"><b>Writing</b></p> <p><b>Report Card marks</b> for the last two years show that the majority of students are meeting or exceeding grade level expectations in writing:</p> <p>2016-2017 65% Meeting or Exceeding  2015-2016 63% Meeting or Exceeding  2014-2015 70% Meeting or Exceeding</p> <p><i>We are troubled that about ⅓ of our students are in the approaching on Not</i></p>
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*Yet Meeting category according to Report Card marks.*

**FSA results** show the following for writing:

2016-2017 92% Meeting or Exceeding

2015-2016 87% Meeting or Exceeding

2014-2015 80% Meeting or Exceeding

### **Numeracy**

Report Card marks for the last two years show that the majority of students are meeting or exceeding grade level expectations in Numeracy:

2016-2017 72% Meeting or Exceeding

2015-2016 79% Meeting or Exceeding

2014-2015 78% Meeting or Exceeding.

FSA results show the following for Numeracy:

2016-2017 85% Meeting or Exceeding

2015-2016 83% Meeting or Exceeding

2014-2015 87% Meeting or Exceeding

### **Social Responsibility**

Report Card marks for the last two years show that the majority of students are meeting or exceeding grade level expectations:

2015-2016 83% Meeting or Exceeding

2014-2015 86% Meeting or Exceeding

### **Satisfaction Survey (Grade 4 students)**

**Do adults at your school care about you? (percentage responding 2 or more adults)**

2016/2017 80%

2014-2015 95%

2013/14 81%

**Do you like school (Many times/All the time)?**

2016/2017 55%

2014/15 47%

2013/2014 35%

### **Staff Observations**

- During Parent interviews, parents consistently say that they want their kids to be happy.
- Increased inclusiveness, connectedness, pro-social behaviour observed at the beginning of this year as compared to previous few years.
- Fewer students without someone to play with at recess than in previous years. We still see some lonely kids at recess and in class.

	<ul style="list-style-type: none"> <li>• Students are energetic, generous, helpful (older students are helping younger ones). We still see some kids who are not engaged and seem unhappy.</li> <li>• Social scene is a dominant force.</li> <li>• Increase in student anxiety observed over the last several years.</li> <li>• Many students are hungry and use the food cupboard</li> <li>• Although many students have good literacy skills, too large of a number do not.</li> <li>• Some students are consistently late and have poor attendance.</li> <li>• Some students seem tired.</li> <li>• Several students come in during recess even though they know the rule is to stay outside.</li> </ul>
<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>To increase students’ happiness and sense of connection to school.</p> <p>To improve students’ foundational skills.</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>Students need to have their basic needs met (food and safety) before they are able to learn. We need to help students meet their basic needs by providing food and a safe, nurturing environment.</p> <p>Students who struggle with academics feel less happy at school. Strategies and supports need to be put into place, so that all students feel successful.</p> <p>Regular exercise and activities in nature will help students develop greater self-regulation skills. Continue to take learning outdoors, and continue to include regular “brain breaks” in class time.</p> <p>A strengths based approach will lead to greater self-esteem. Teach students about multiple intelligence and growth mind-set.</p>

<p><b>LEARNING</b></p> <p><b>“How and where can we learn more about what to do?”</b></p>	<p>The staff has accessed a pro-growth grant to explore how to meet the needs of students, in particular how to develop a sense of school connectedness.</p> <p>The work of the following educators, could be further explored:          -Gordon Neufeld          -Shelley Moore          -Martin Brokenleg</p> <p><i><u>This area is in progress; more work and detail needed.</u></i></p>
<p><b>TAKING ACTION</b></p> <p><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>	<p>We have a food program in place, so that any student needing breakfast, snack or lunch has ready access.</p> <p>We have looked at Martin Brokenleg’s circle of courage to frame how we serve our students. We aim to build students’ sense of belonging, generosity, mastery and independence, with belonging being the most important area.</p> <p><b>Continue to build a sense of belonging:</b></p> <ul style="list-style-type: none"> <li>• Whole School meetings (increased student participation)</li> <li>• School reading blitz, read-ins, math blitz and theme days</li> <li>• School wide theme-- water</li> <li>• Big sisters/brothers, peer tutors, buddy classes</li> <li>• Whole school caroling</li> <li>• Clubs (choir/SPIRITS/sports/chess)</li> <li>• Morning greetings, daily riddle, daily check-in for some</li> <li>• Family Groupings (twice a month)</li> <li>• Class names (First Nation’s animal)</li> <li>• Connect-a-child program, where staff will make a point of interacting with children who need it.</li> </ul> <p><b>Continue to build a sense of generosity</b></p> <ul style="list-style-type: none"> <li>• Grade 5 Spirits</li> <li>• Classroom service projects</li> <li>• Encouraging kids teaching and helping kids</li> <li>• School Gardens</li> <li>• Environmental stewardship projects (Kids for Creeks, Salmon in the Classroom, Heronry, Sea aquarium)</li> </ul> <p><b>Continue to build a sense of independency</b></p> <ul style="list-style-type: none"> <li>• Providing choices for students (i.e. read-ins)</li> <li>• Proving options at recess (outside, library, clubs)</li> <li>• Choices for problem solving using the WITS</li> </ul>

	<p><b>Continue to build a sense of mastery</b></p> <ul style="list-style-type: none"> <li>• One-to-one reading tutor program</li> <li>• Nature based activities</li> <li>• Artists in the classroom</li> <li>• Sports and clubs</li> <li>• Use of technology (ipads)</li> <li>• Math Blitz/Reading Blitz</li> <li>• Peer Tutors</li> <li>• Teach and promote Growth Mind Set</li> </ul>
<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>-Re-checking our data: report cards, scanning questions, FSA's, satisfaction surveys, and observations.</p> <p><u><i>This area is in progress; more work and detail needed.</i></u></p>

<p><b>CONNECTIONS</b></p> <p><b>“How are we part of a bigger whole?”</b></p>	<p>Partnering with community groups: Big Brothers/Sisters, GISS peer tutors, Reading one-to-one tutors, and other schools pursuing similar goal areas.</p> <p><u><i>This area is in progress; more work and detail needed.</i></u></p>
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**Summary of Inquiry Question:**

How can we increase student happiness and success at school?

**Plan submitted by:**

	<b>Name</b>	<b>Signature</b>
<b>Principal</b>		
<b>Teacher(s)</b>		
<b>PAC Chair</b>		
<b>[Student(s)]</b>		

**Date:** \_\_\_\_\_