

# SCHOOL GROWTH PLAN – INQUIRY MODEL

Fernwood Elementary School



Inspire – Integrate – Involve

Submitted: October 30 , 2019  
Principal: Kelda Logan



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## Introduction – School Context

### **School Mission Statement:**

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.

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.

### **School Context:**

Fernwood Elementary School opened in 1979 and serves diverse families of the northern end of Salt Spring Island. We currently serve 9 self identified Indigenous students, and 19 students with identified special learning needs.

Fernwood is governed by its underlying principles - the 3 Rs: we show care to others by being respectful, responsible, and by reaching out to others. The population of the school recently increased from 79 students to 193 students; however, we continue to see each child as "our" child and work to make sure that each child feels seen and connected to peers and adults at the school.

The school offers many opportunities for students, including a well established grade 5 Leadership program, a school garden and greenhouse, lunch time clubs, a peer reading program, sports teams, a music program including a ukulele club, library helpers club, and beautiful school grounds.

### **Summary of Student Body Assets:**

Fernwood students participate enthusiastically in our whole school meetings where we learn about the Zones of Regulation and practice tools for getting along with others. Students at the school take our school’s guidelines to be respectful, responsible, and to reach out very seriously. The grade 5 students work hard in their leadership roles as “Firebirds” and contribute a great deal to the school culture, including our safe school grounds and peer reading program. All students participate annually in the Great Water Walk and have raised thousands of dollars to build wells in rural villages in India, learning that safe drinking water sources can provide girls with the



opportunity to go to school (instead of walking for miles each day to get water). We look for other ways for students to be aware of social issues both locally and globally.

Fernwood students have a variety of clubs they can attend at Fernwood, including choir, art club, knitting club, garden club, ukulele club, and games club, and they also can participate in sports teams including volleyball, basketball and some intramural sports.

Several families have chosen to participate in our nature class program, where students can attend classes with their siblings, and often have the same teacher for several years in a row. Students in the nature program spend some time outside most days.

### **Summary of Student Body Needs:**

According to Fall Assessment Data (EPRA/DART, School Wide Writes and DMAs), we have:

- 38 students Not Yet Meeting Expectations in **reading**
- 46 students Not Yet Meeting Expectations in **writing**
- 37 students Not Yet Meeting Expectations in **numeracy**

Last year, Fernwood staff surveyed the student body to find out how **connected they felt to the school** – the joy they felt at school and how connected they felt to adults and peers. 44 students felt less connected in some way. The school implemented a “reach out” program to connect students with teachers. They also created many clubs at lunch to promote connections. By the end of the year, only 2 students stated that they didn’t feel connected to their peers and we will be working closely with those students in the 2019-2020 school year. As this was a successful program, we will resurvey the students this year starting on November 4th to check in about their feelings of connectedness to school. We have already started a lot of clubs, but will continue to work on ways to make sure that each student feels connected.



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## Section 1 – Student Achievement Profile

### Reading Data:

#### PM Benchmarks:

26 of our most vulnerable readers have been tracked with PM Benchmarks this year. Our findings show 5 different “groupings” - groups of students that range from significantly behind reading and spelling expectations to groups of students that are one year behind.

Our school’s Learning Integration Support Teacher provides extra literacy programming for all of these 26 learners 2 - 4 x a week. The Principal is working with an additional 2 groups of students who have not mastered basic Kindergarten skills but that range in age from 6 – 9 years old.

#### DART/EPRA:

DART and EPRA Assessments are conducted in the Fall and Spring. Our Fall EPRA assessments show 21 students Not Yet Meeting Expectations in Reading. Our Fall DART assessments show 17 students Not Yet Meeting Expectations in Reading.

### Numeracy Data:

Primary Numeracy Screen Data shows 21 students Not Yet Meeting Expectations in numeracy.

Intermediate Numeracy Screen Data shows 16 student Not Yet Meeting Expectations in numeracy.

### Writing Data:

Fernwood will conduct 3 School Wide Writes this year.

Our 2019 Fall School Wide Write data shows 46 student Not Yet Meeting Expectations in Writing.



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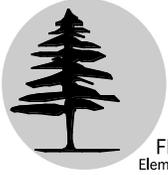
## **Section 2 – Theory of Action (Professional Inquiry, Learning Sprints, UDL, RTI, AFL etc.)**

The assessment and report card data tell us several things:

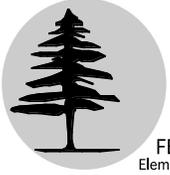
- 1) We will work to improve our writing through targeted instruction. Working with the 6 + 1 Writing Traits on generating writing ideas, organizing writing, and adding detail to writing will be the main focuses of instruction, and this will be done through learning sprints with teacher collaboration time built in.
- 2) We will continue to improve our reading through targeted instruction. This comes in the form of Orton Gillingham inspired reading groups, targeted in classroom instruction, and other reading supports such as Fast Forward, One to One readers, and extra oral language support from the Principal.
- 3) Our students are struggling to master foundational skills in numeracy without a lot of adult guidance. To begin increasing independence in numeracy, we will be adding open ended math questions to our formative assessments and will focus on this area in instruction in the Fall.
- 4) The whole school efforts to connect adults at Fernwood to every child and to make sure every student had the opportunity to develop their friendship skills worked well last year and will be continued. Our first survey of student connectedness will take place on November 4, and interventions will follow based on the results of the survey. We have already begun clubs at recess as part of this initiative.

## Section 3 – Focus on Learning

Summary of Priorities based on selected data						
1. Student Learning	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities	4. Resources
Grade K-5 Professional Inquiry into Improving <b>Writing</b> (focus on generating ideas, organizing writing and adding detail to writing)	All	<p>Staff will engage in 3 Learning Sprints through the year to improve writing instruction</p> <p>Staff will conduct 3 school wide writes throughout the year to determine the success of the learning sprints.</p>	<p>At staff meetings, review the purposes of collaboration, the processes for learning sprints, and the resources and materials for 6+1 Writing Traits.</p> <p>Release time for teachers to collaborate with marking the school wide writes and to lesson plan for the next learning sprint.</p>	<p>Kelda will have staff record information after each collaboration session and will also ask them to do a reflection after each of the learning sprints</p> <p>Teachers will monitor student progress in blue folders of each student's writing progress through the year, using rubrics.</p>	<p>Kelda to create collaboration schedule and documents for reporting on collaborations, as well as overseeing the collaboration process.</p> <p>Teachers to research writing expectations for their grade levels, to engage in learning sprint activities to improve writing, and to assess student progress.</p>	<p>6 + 1 Writing Traits books, lessons, etc will be housed in the library.</p> <p>Kelda and Janice will provide staff with regular collaboration time</p>
Grade K – 5 Professional Inquiry into Improving <b>Reading</b> (focus on fluency, comprehension, and strategies in reading).	All (Focus on Vulnerable Readers will improve reading for all students)	<p>Staff will PM Benchmark any student in their class who they have questions about on the Fall EPRA/DART assessment.</p> <p>Staff will research ways to help students improve fluency, comprehension, and strategies, and will modify instruction accordingly.</p> <p>Staff will coordinate other supports for vulnerable readers, including literacy support from LIST teacher, One to One Readers, home reading programs, and peer reading coaches.</p>	<p>Staff will need to know how to conduct a PM Benchmark reading assessment.</p> <p>Staff will work with LIST teacher, other staff members, or Janet Hoag, to develop instructional plan to improve reading fluency and comprehension.</p> <p>Staff will reassess students at least twice through the year to determine student progress.</p> <p>Our teacher librarian selects new and engaging “just right” books to increase student interest in reading.</p>	<p>Kelda will monitor staff progress in assessing reading and also what changes staff will make to reading instruction through the year.</p> <p>Teachers will monitor student progress through the year using PM Benchmarks or other assessment tools.</p>	<p>Liis will give tutorial for new staff on conducting PM Benchmarks.</p> <p>Kelda will help coordinate release time for teachers to meet regarding improving reading instruction in fluency and comprehension.</p>	<p>PM Benchmarks.</p> <p>“Just right” reading books for students’ home reading programs.</p> <p>Levelled reading materials to be purchased for reading groups in classes.</p> <p>Release time for teacher collaborations with Janet.</p>
Grade K – 5 <b>School Connectedness</b>	All	Staff will resurvey the entire student body with the 3 connectedness questions (Name the adults who care about you at school. Name the friends you have to play	Staff will revisit the importance of school connectedness to graduation rates (and self esteem, and other successes in school and life).	School connectedness will be a standing item at staff meetings so that we can monitor the clubs, share information about successes and challenges, and monitor	<p>Kelda and Liis to assist teachers with the survey at beginning and end of year.</p> <p>Kelda and Liis to report back to staff on students</p>	<p>Time to conduct surveys and analyze results.</p> <p>Time and space for clubs to run, and possibly materials for clubs, such as art</p>



		<p>with at school. Do you experience joy at school?)</p> <p>Staff will continue project Reach Out to build staff connections to students who report a lack of school connectedness.</p> <p>Staff, parents, and Firebirds will run clubs at lunch to promote friendships at school.</p>		<p>individual students more closely.</p>	<p>who are not feeling connected, and to coordinate the student – adult connections by pairing staff with individual students.</p> <p>Kelda to reach out to parents to run clubs, and coordinate spaces and times for clubs to occur. Kelda will also inform parents of students who have reported a lack of connectedness at school to see how the home can support connectedness (ie arrange play dates, etc).</p>	<p>supplies, etc.</p>
<p>Grade K – 5 <b>Numeracy</b> (DMA to be conducted in Fall and Spring terms).</p>	<p>All</p>	<p>Staff will conduct a Fall and Spring DMA assessment/Island Numeracy assessment or other numeracy assessment.</p> <p>At a staff meeting, staff will find what areas of numeracy students are struggling with. We will start with open ended math questions.</p>	<p>Staff may need some training in conducting DMA assessments. If so, Janet can provide assistance with this.</p> <p>Staff meeting or Pro-D opportunities will be found once we are aware of what strand of numeracy we need to work on.</p>	<p>Kelda will ensure the staff has the assessment resources that they need.</p> <p>Kelda will make sure that the staff meeting time is set aside to address numeracy results.</p> <p>Teachers will monitor student progress through the year.</p>	<p>Janet to provide resources and support for numeracy assessments.</p> <p>Teachers to conduct assessments and share data.</p> <p>Kelda will make sure the teachers have the tools they need, including time and assessments.</p>	<p>DMA/Island Numeracy assessments.</p>



FERNWOOD  
Elementary School

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School Name: \_\_\_\_\_  
School Year: \_\_\_\_\_  
Date of Plan: \_\_\_\_\_

Ratified by School  
Staff: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_