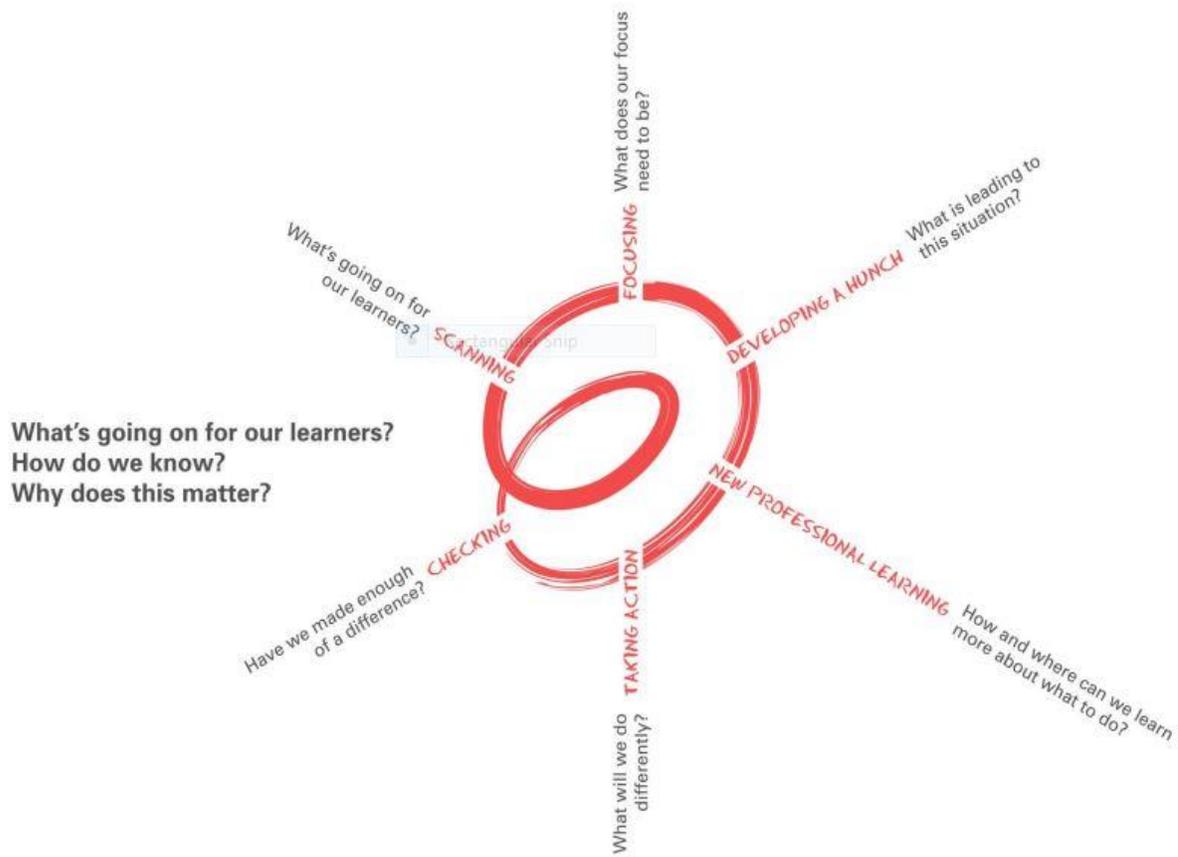


# SCHOOL GROWTH PLAN – INQUIRY MODEL

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

	<p><b>School Growth Plan – Fulford School</b></p>
	<p><b>September 2019 – June 2020</b></p>

<p><b>SCHOOL CONTEXT</b>          School population          Vision/Values/          Mission          Program Offerings          Code of Conduct          Aboriginal Education          Technology 4Learning</p>	<p>Fulford School is a beautiful school in the south end of Salt Spring Island. We have 95 students in five multiage classes from Kindergarten to Grade 5. All of our classes engage in nature-based learning activities on a regular basis.</p> <p>Fulford School has identified what it values most as a school community and what we strive to achieve with and for our students. Our value guidelines are outlined here: <a href="#">Value Guidelines</a>.</p> <p>Fulford School has three rules: <b>Care for Self, Care for Others, Care for the Environment</b>. What these rules look like in a variety of contexts is outlined <a href="#">here</a>.</p> <p>Fulford School’s Code of Conduct is <a href="#">here</a>.</p> <p>Fulford School’s Technology Policy is <a href="#">here</a>.</p>
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<p><b>SCANNING</b>          “What’s going on for our</p>	<p>One part of our scanning phase was looking at our report card data from June 2019. This is what we see from our data:</p> <ul style="list-style-type: none"> <li>• 71% of our students are meeting or exceeding expectations in <b>Reading</b></li> <li>• 56% of our students are meeting or exceeding expectations</li> </ul>
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# learners?"

Useful information is gathered on key areas of learning

Broad perspective

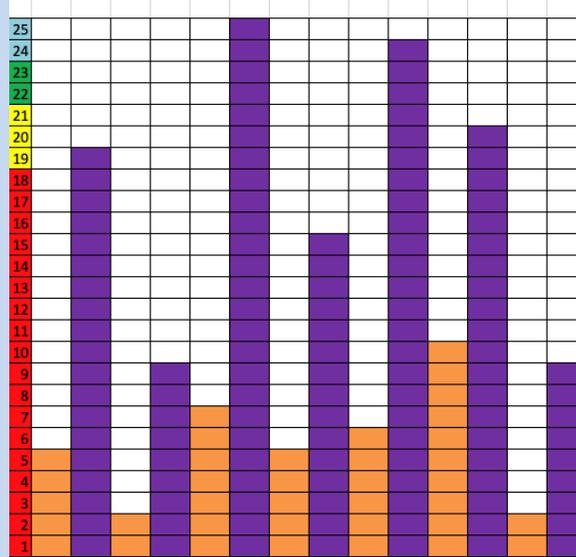
Willingness to listen to learners & their families

in **Writing**

- 72% of our students are meeting or exceeding expectations in **Math**

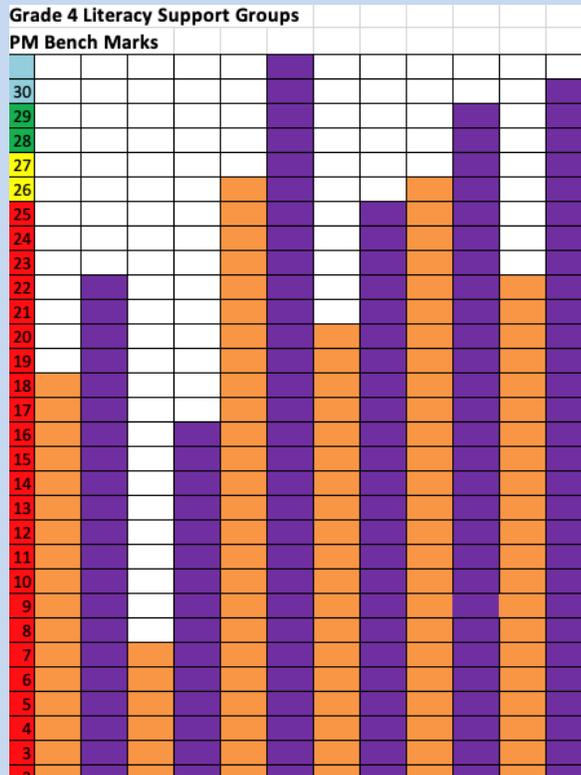
## Literacy Intervention Data 2019: Orange is September, Purple is June on PM Benchmarks

Grade 2 Literacy Support Groups  
PM Bench Marks



Grade 3 Literacy Support Groups  
PM Bench Marks





**School District Data**  
[Report Card Data, June 2019](#)

[School Wide Write Data June 2019](#)

[School Wide Write Data September 2019](#)

**Ministry of Education Data:**

[Student Satisfaction](#)

**FOCUS**

**“What does our focus need to be?”**

Goal statements help to focus priorities for improving student learning.

**Our school goals for the 2019-20 school year continue to be:**

- 1. To improve student achievement in writing.**
- 2. To improve student achievement in mathematics.**

Our discussions in June and September indicate that, although we have noted progress in both of these curricular areas last year, we need to continue to work on these goals for this school year.

<p>Objectives help to focus goals into more specific areas of attention.</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><b>Writing:</b></p> <p>As a staff, we are getting onto the same page as far as writing instruction is concerned. We are fully implementing the 6+1 Traits language in our instruction so that students hear the same language no matter which class they are in. Using this language is should also help the students to internalize the quality traits in their writing and help them to be more meta-cognitive about their writing.</p> <p>We focused largely on the Ideas trait last year and we noted significant improvement in our students’ ability to stay on topic and add details when we marked the May School Wide Writes. Where we focused our instruction had a positive impact on our students’ writing as evidenced in their school wide write in June and September.</p> <p><b>Math:</b></p> <p>Last school year we noticed that many of our students do not yet have a strong number sense (flexible thinking about numbers), and some are not yet fluent with basic facts. We also found that many of our students struggle with the application of math, particularly multi-step math problems (i.e. what the problem requires or how to begin). They need to develop an understanding of math vocabulary so they know how to solve a math problem by identifying some key math terms (eg. what operation is related to key words such as “difference”, “altogether”, “groups of”, etc.).</p> <p>We have been experimenting with a variety of math assessment tools but we still do not feel we have a tool that is reliable and extensive.</p>
<p><b>LEARNING</b></p> <p><b>“How and where can we learn more about what to do?”</b></p>	<p>We will continue to focus our professional learning on writing and math instruction.</p> <p>Although our plans to have a 6+1 Traits workshop facilitator have fallen through, we will focus on writing on the November 22 School Based Pro-D Day. Marie and Kaz will share strategies that focus on the traits of Ideas and Sentence Fluency that they learned at the <i>From Talking to Writing</i> conference. Although the strategies are designed for students who struggle with decoding, encoding and written output, they are beneficial for all students, particularly those who are reluctant to write.</p>

	<p>The January school based pro-d day will be devoted to numeracy instruction. Provided we are approved for our Pro-growth Grant, we are planning to bring a facilitator from the mainland over to present a workshop to the staff. The focus will be on assessment, problem solving and number sense.</p> <p>We will continue to have a “professional focus” section of our monthly staff meetings to support our professional learning in writing and math instruction. We will alternate goal areas every month (one month focus on math, the next month writing). The monthly staff meeting will be the time we “review” our learning sprints to see what impact it has had on student learning and identify our next learning sprint.</p>
<p><b>TAKING ACTION</b>  <b>“What will we do differently?”</b>  <b>“With what and how?”</b>  <b>Strategies:</b>  <b>Clearly articulated strategies connect school efforts and activities with desired student results.</b>  <b>Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving school goals and objectives.</b>  <b>Structures:</b>  <b>Structures focus on activities that align school resources, time, personnel and organizational planning to support achievement of goals and objectives.</b></p>	<p>During the 2019-20 School Year:</p> <ul style="list-style-type: none"> <li>€ September-October - classroom based assessments in math (DMA, Vernon Math Screener, Early Numeracy Assessment Tool) to assess what our students know and what they need to learn.</li> <li>€ September- School Wide Write completed followed by collaborative marking session in teams on the afternoon of Framework Day.</li> <li>€ Math Prep blocks – Stacey providing 30 minute prep blocks to all classes and focuses instruction on number sense, problem solving, and the sharing of math strategies (communication).</li> <li>€ Weekly math problems provided in weekly bulletin to staff to support once weekly problem solving lesson in each classroom.</li> <li>€ November 22 Pro-D Day focused on writing instruction.</li> <li>€ January 1 Pro-D Day focused on math instruction</li> <li>€ All teachers will continue to implement a “spelling” program in their classes (Phonics in primary grades, Words Their Way in Grades 3-4).</li> <li>€ Continue our OG Literacy Intervention blocks 3 x per week for 50-60 minutes each block for students who struggle with reading, spelling and writing. Continue to focus on decoding, encoding and incorporate sentence dictation to help develop reading and writing fluency.</li> <li>● School-wide protected time for literacy and math.</li> <li>● Use writing continuums for students self assessment and goal setting (6+1 Traits continuum from Island Literacy Network displayed in main hallway)</li> <li>● Use technology for students to access and develop text (Ipad accessibility to read text to students who struggle with</li> </ul>

	<p>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)</p> <ul style="list-style-type: none"> <li>• Incorporate “celebrations” of writing to acknowledge student learning and to provide authentic audience for students (and motivation/buy in from students), such as sharing writing at WSM, author chair, Poetry or Writing cafe. Invite parents in to share writing.</li> <li>• Possibly host a “Family Math Night” to inform parents about “new math” and invite families to “play” with math using games, materials and activities employed in our classrooms.</li> </ul>
<p><b>CHECKING</b>  <b>“Have we made enough of a difference?”</b></p> <p><b>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</b></p>	<p>Use student work samples as evidence at the review phase of each learning sprint to let us know if our “actions” have had the intended impact.</p> <p>We will conduct School Wide Writes in the fall, late winter 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 identify and use a reliable assessment tool to assess students’ achievement in math (DMA, Vernon Numeracy Screeners, Early Numeracy Screen).</p> <p>We will use 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><b>CONNECTIONS</b></p> <p><b>“How are we part of a bigger whole?”</b></p>	<p><b>Alignment with District Goals</b></p> <p>Goals # 1 &amp; 2 align with the district goal:  All students are progressing towards greater competency in the foundational skills.</p> <p>Goals #1&amp; 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><b>Community Involvement</b></p> <p>1-1 Literacy Tutors (through SS Literacy)</p>
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	<p>Change for Community (fundraising for local community groups at WSMs) Local Artists through AIC program</p> <p><b>Communication Strategies</b> Weekly bulletin/newsletter emailed to parents School Website &amp; 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?**