

SCHOOL GROWTH PLAN – INQUIRY MODEL

Phoenix Elementary School



Inspire – Integrate – Involve

Submitted: October 2019
Principal: Dan Sparanese



Our Purpose

To pursue learning and growth, regardless of obstacles, through caring and responsive support.

School Context

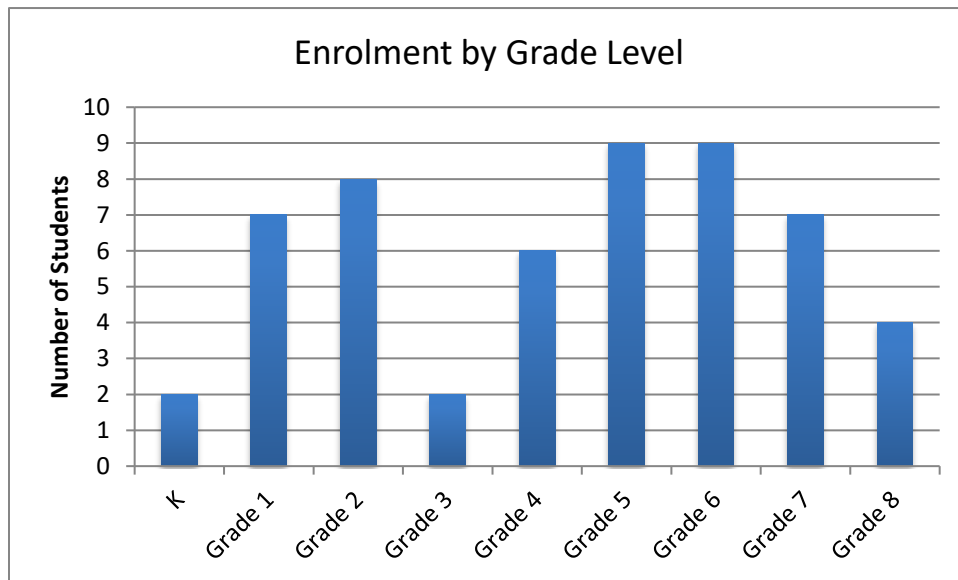
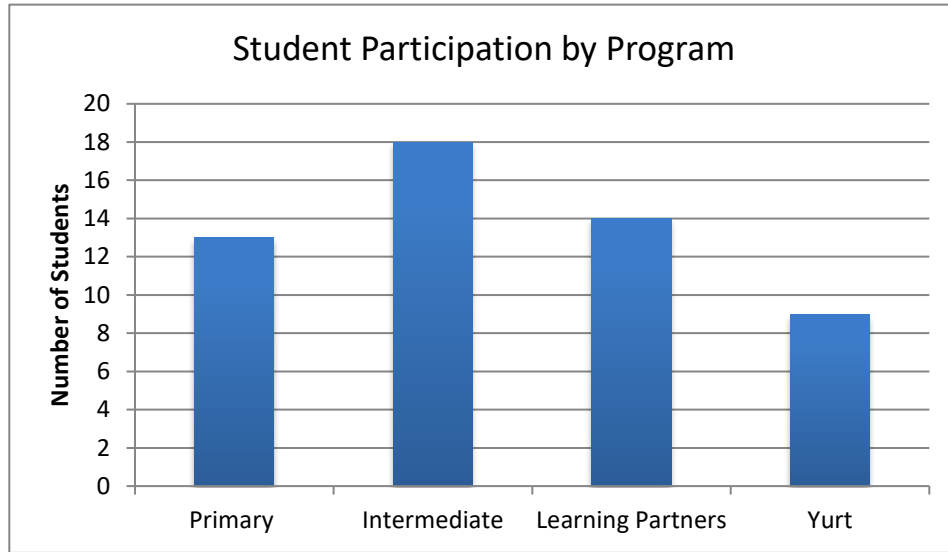
Phoenix Elementary School, is situated near the village of Ganges, on 15-acres of natural forest. Phoenix Elementary School also offers a nature-based, satellite classroom, housed in a Yurt at Stowel Lake Farm. These locations enable our learners to access the natural world in their everyday school experiences; where the outside environment is utilized as a classroom for place-based learning and exploration.

Throughout their school experience, our learners are supported in their acquisition of the attributes of a BC graduate, in the areas of intellectual development, human and social development, and career development. The First Peoples Principles of Learning, influence our approach to guiding learning and the Indigenous, cultural roots of our community are alive within our school. We are committed to taking deliberate and intentional action to ensure success for all of our Indigenous learners.

Our community-oriented school is a place where parental involvement contributes to a positive school culture. Our teachers, librarian, education assistant, administrative staff and PAC, work together to create opportunities that enhance learning. These supportive relationships enable our school to run a daily breakfast program, explorations and parent-led mentorships.

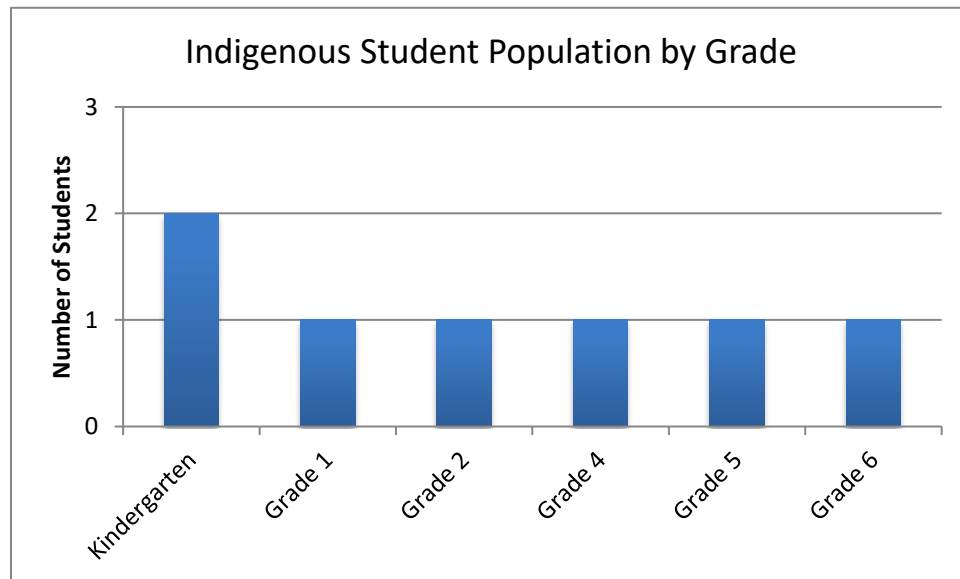
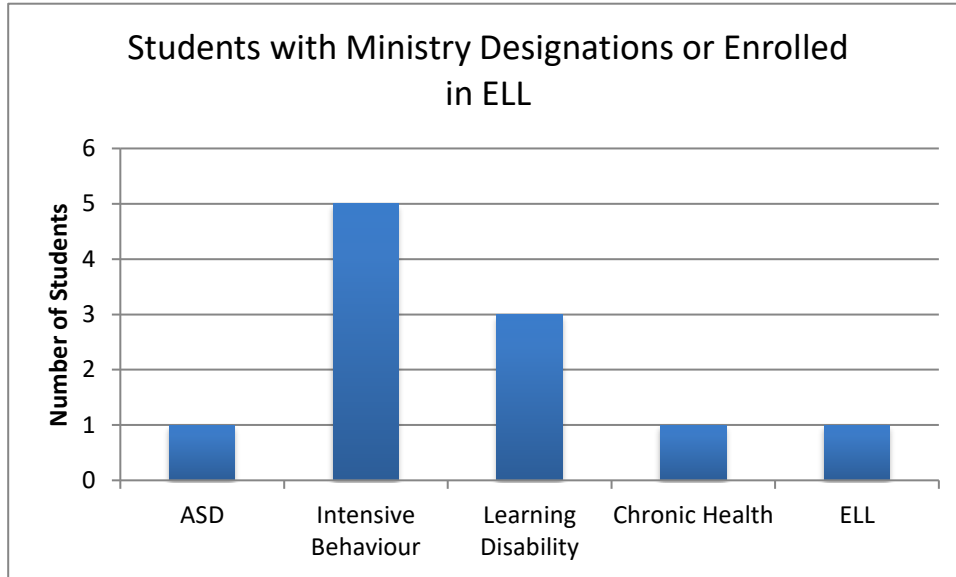


Phoenix Elementary School - Demographic Data





Phoenix Elementary School - Demographic Data



Summary of Student Body Assets

Phoenix Elementary School, has a diverse student population and our learners exhibit some of the following characteristics:



- Varied and unique educational experiences (e.g. unschooling, home-schooling and past attendance at community-based learning programs);
- Non-conventional approaches to learning and problem solving;
- Commitment to regular attendance;
- Accepting and inclusive.

Summary of Student Body Needs

Social-Emotional Learning

A small number of our students are affected with varying degrees of anxiety which manifest in ways that impact their ability to perform cognitive tasks, to develop positive peer-relationships and attend on a regular and consistent basis. We recognize the need for continued support in self-regulation and social-emotional learning in the classroom and during whole school activities.

Proficiency in Reading, Writing and Numeracy

Our September, classroom assessments revealed that a significant percentage of our students, at all grade levels, have challenges with reading writing and numeracy.

Our next steps will require our **full and intentional effort** to follow through on our theory of action and guide our learners towards grade-level proficiency.

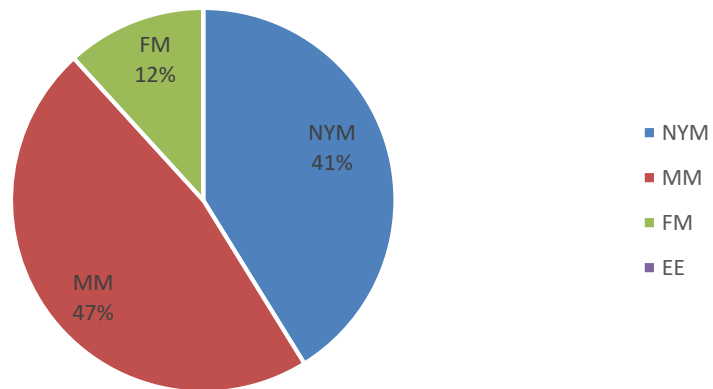
Overview of Proficiency - Early Primary (Grade K-2)

A significant percentage of our students at the early primary level (K-2) are not, **on track** (i.e. not yet meeting and minimally meeting expectations), in reading, writing and numeracy, and are noted in the following 3 graphics.

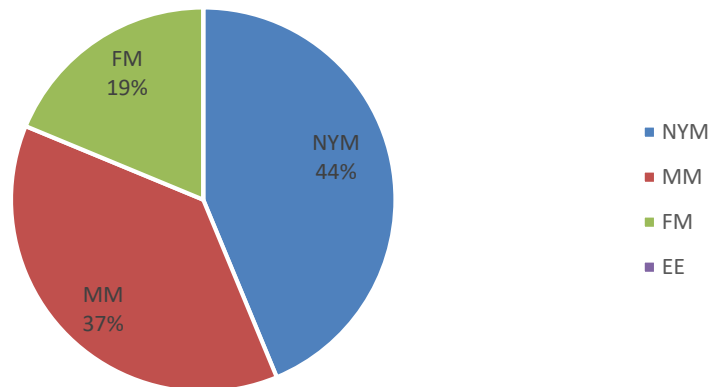
**For reference: NYM = Not Yet Meeting, MM = Minimally Meeting, FM = Fully Meeting and EE = Exceeding Expectations*

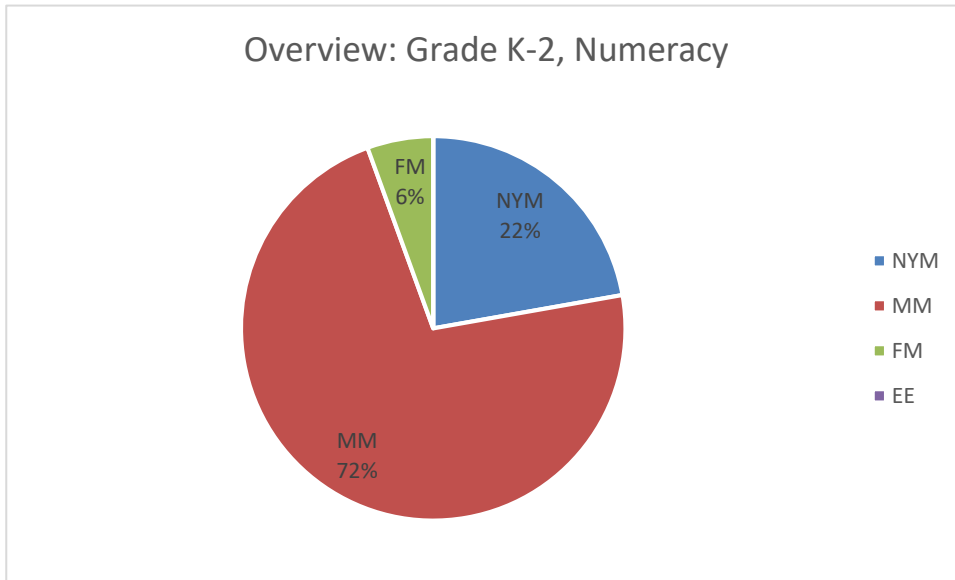


Overview: Grade K-2, Reading



Overview: Grade K-2, Writing



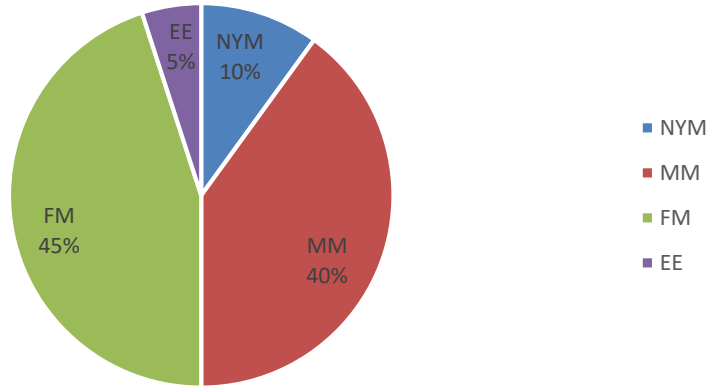


Overview of Proficiency - Late Primary (Grade 3-5)

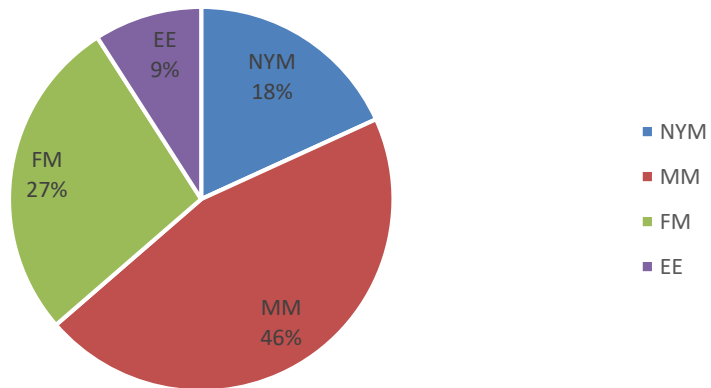
A significant percentage of our students, at the late primary level (Grade 3-5) are not, **on track** (i.e. not yet meeting and minimally meeting expectations), in reading, writing and numeracy, and are noted in the following 3 graphics.



Overview Grade 3-5, Reading

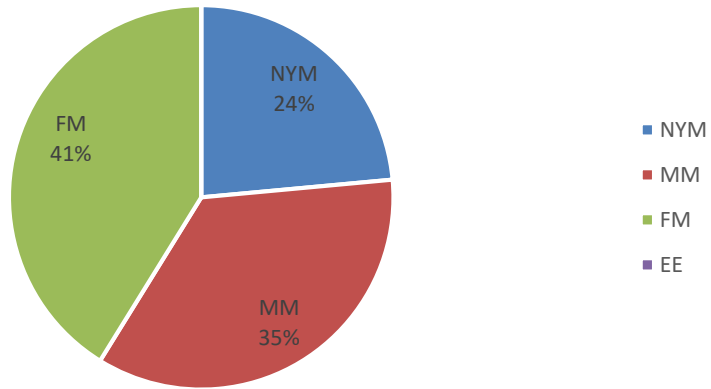


Overview Grade 3-5, Writing





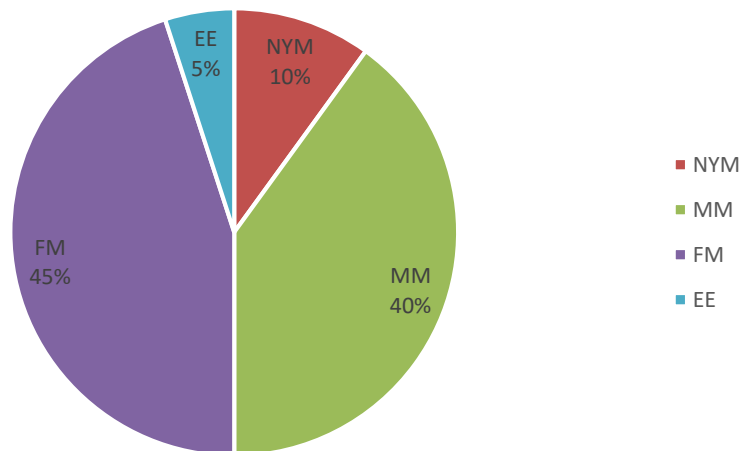
Overview: Grade 3-5, Numeracy

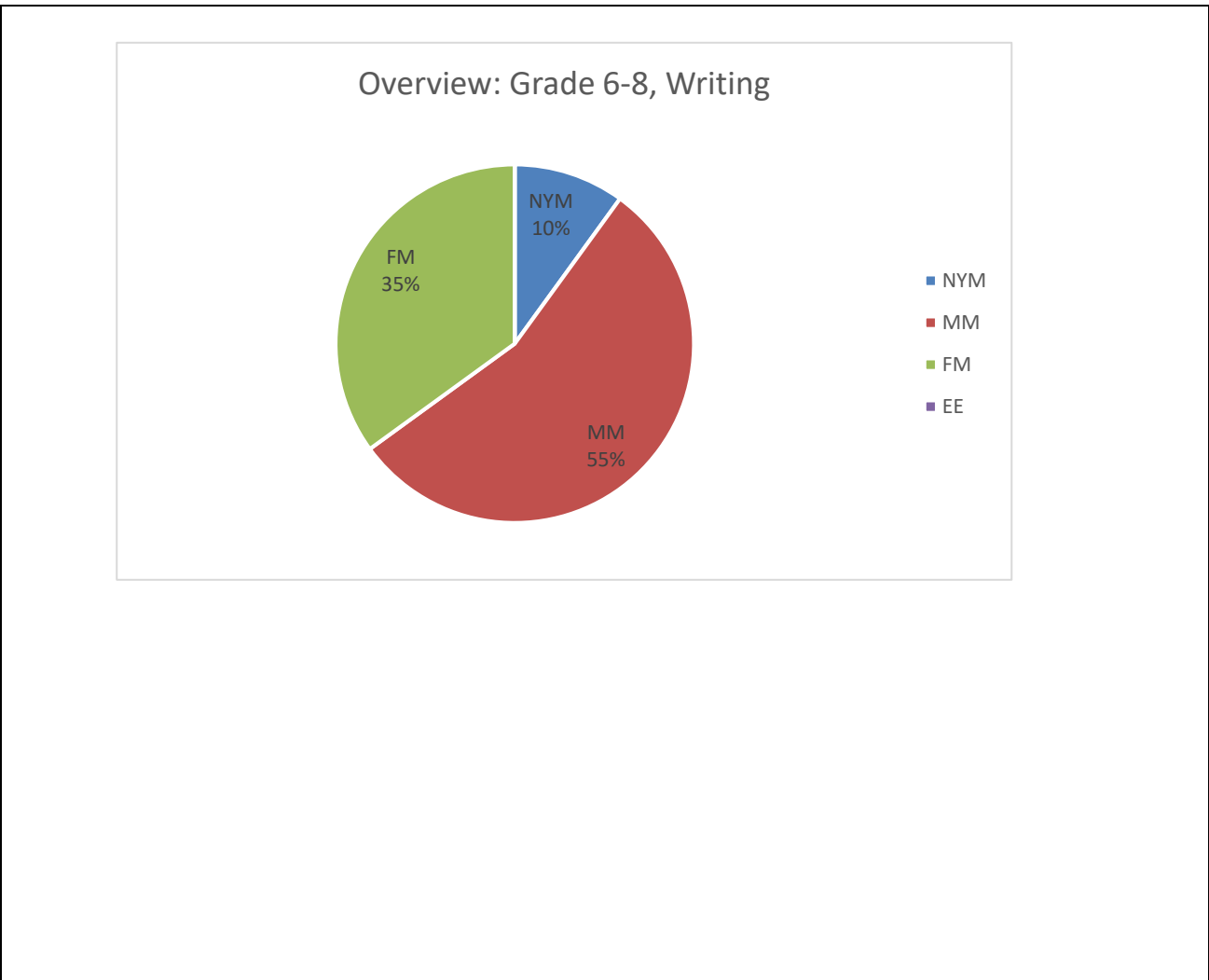


Overview of Proficiency - Intermediate (Grade 6-8)

A significant percentage of our students, at the intermediate level (grade 6-8) are also not, **on track** (i.e. not yet meeting and minimally meeting expectations), in reading, writing and numeracy and are noted in the following 3 graphics.

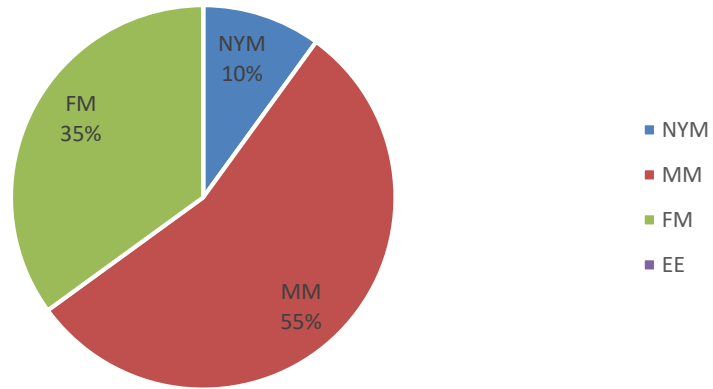
Overview Grade 6-8, Reading







Overview: Grade 6-8, Numeracy

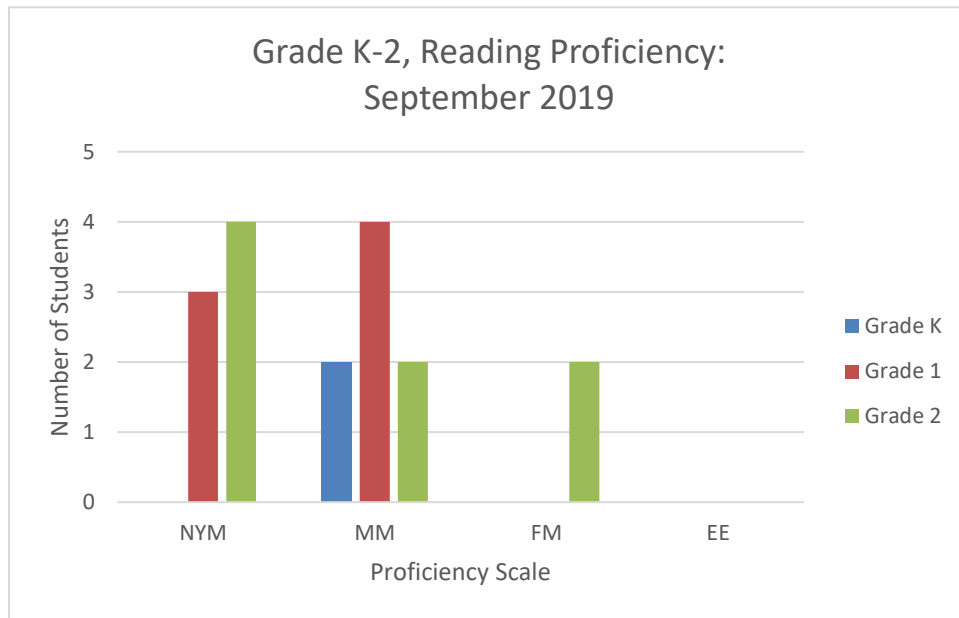


Section 1 – Student Achievement Profile

Benchmarks:

Reading Proficiency - Early Primary (Grade K-2)

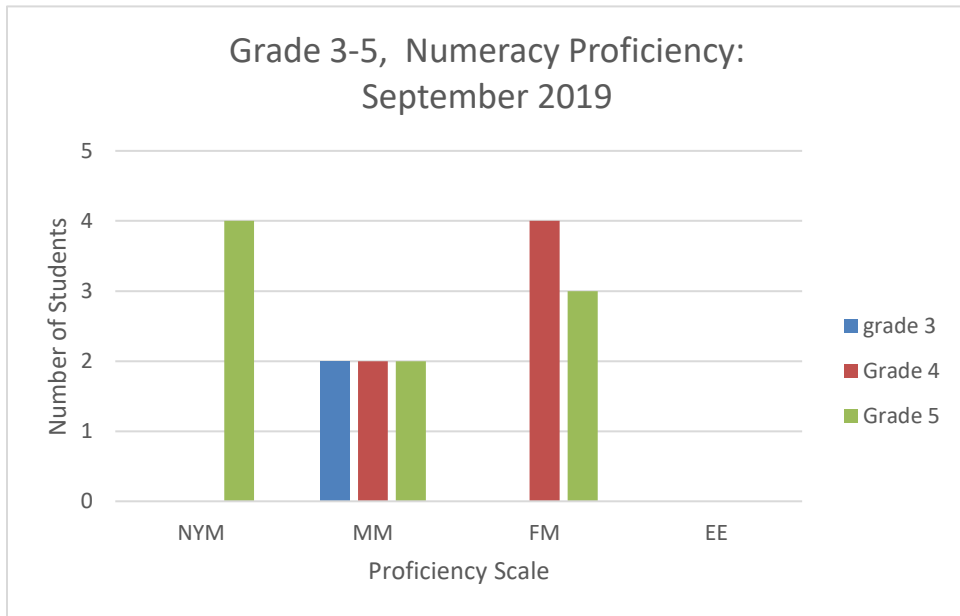
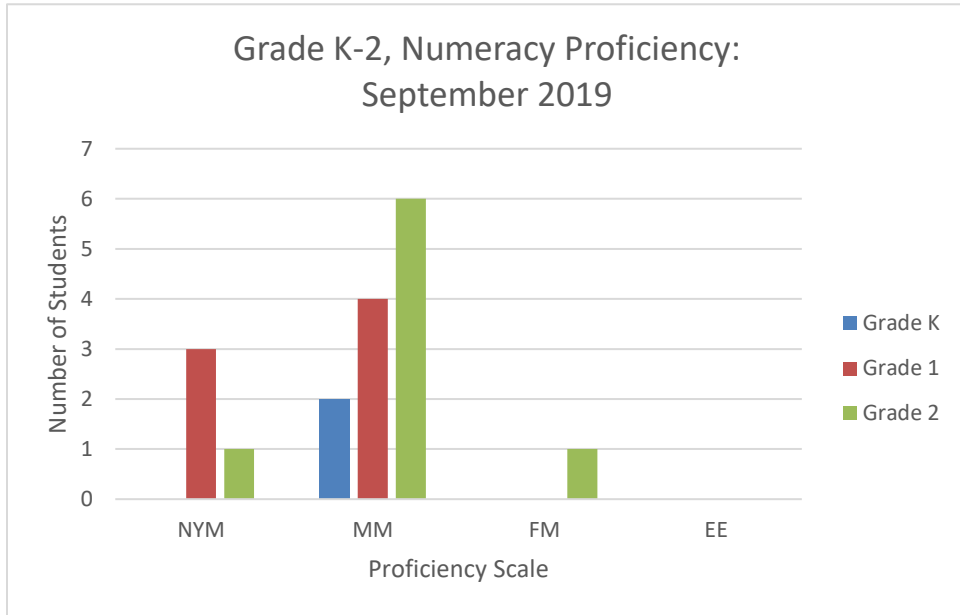
The following data gleaned from reading assessments using EPRA and PM Benchmarks, revealed that a significant number of students (grade K-2) are not yet meeting expectations in reading.

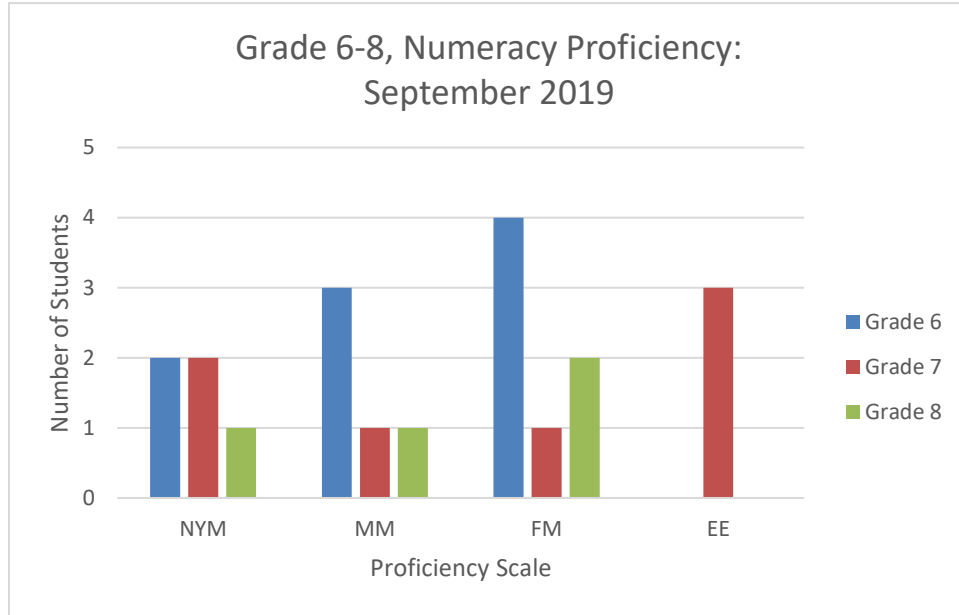


DMA:

Numeracy Proficiency – All Students (Grade K-8)

The following data gleaned from numeracy assessments using the Island Numeracy Assessments and the Vernon Numeracy Screeners, revealed that a significant number of students at all grade levels are not yet meeting or minimally meeting expectations in numeracy.

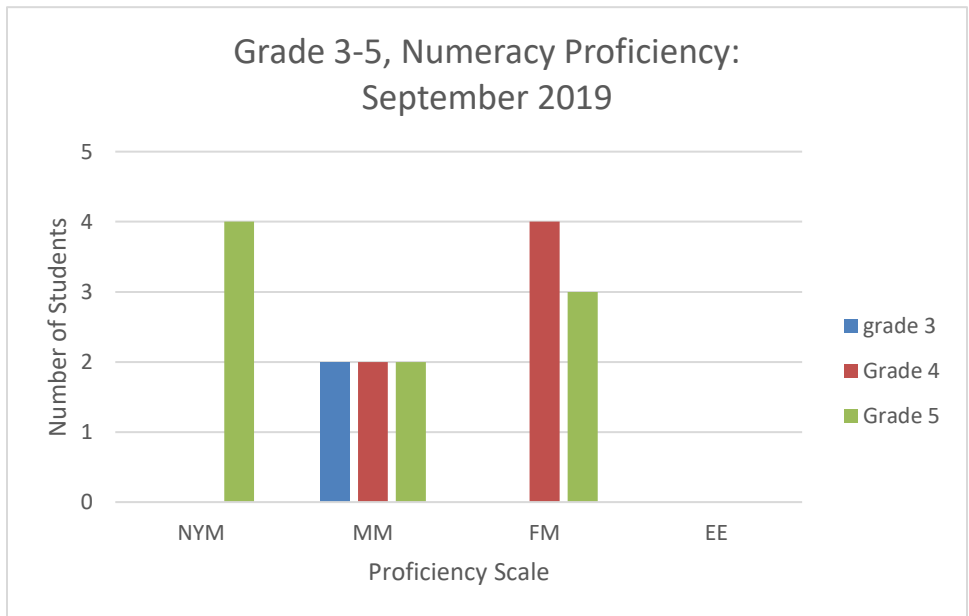
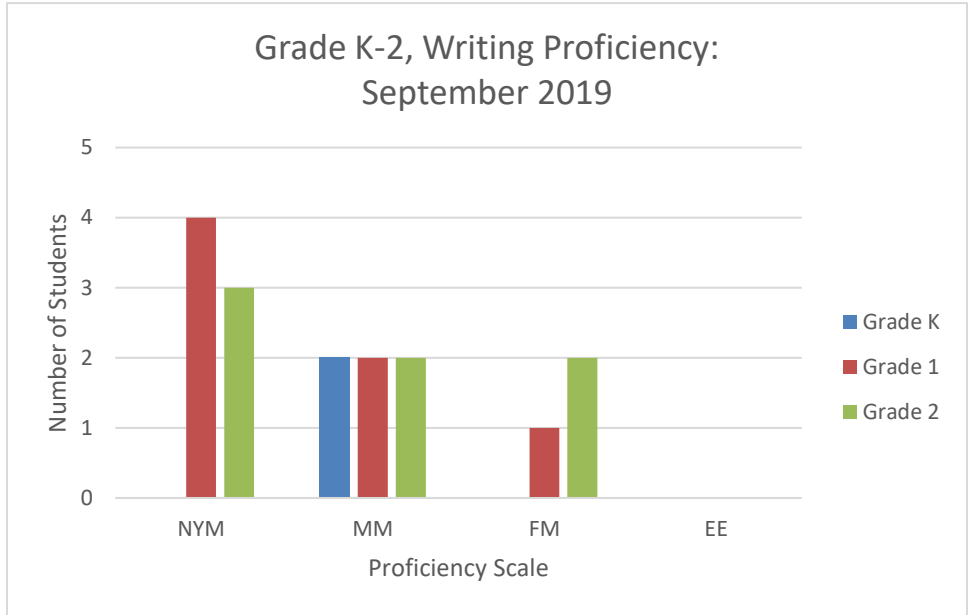


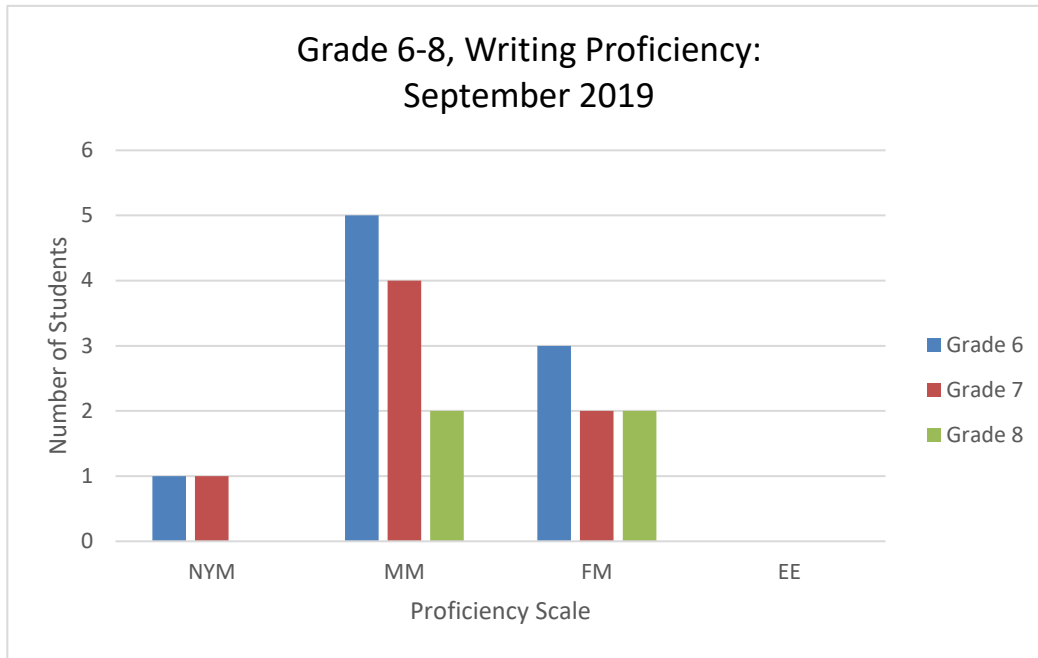


School-Wide Writes:

Writing Proficiency – All Students (Grade K-8)

The following data gleaned from writing assessments using personal writing, revealed that a significant number of students at all grade levels are not yet meeting or minimally meeting expectations in writing.

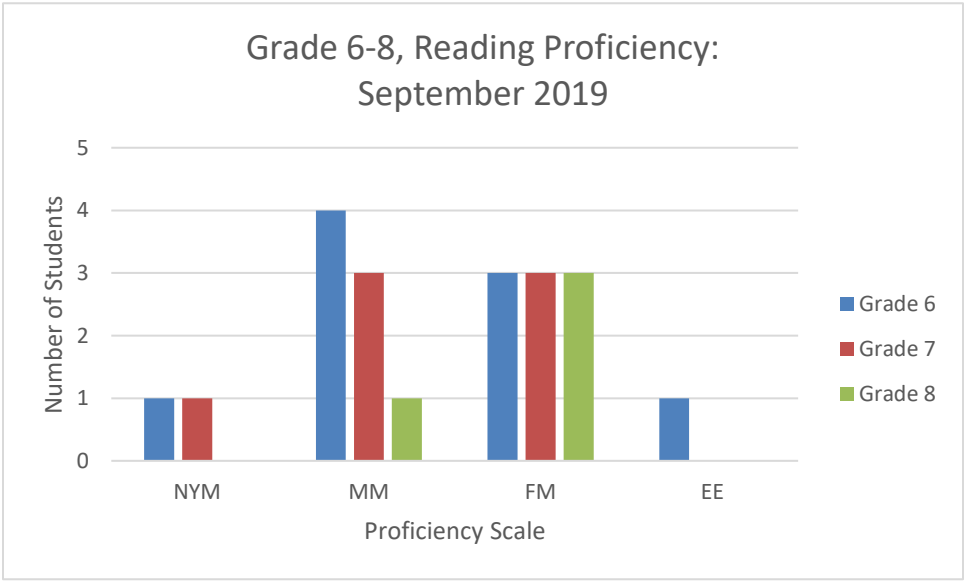
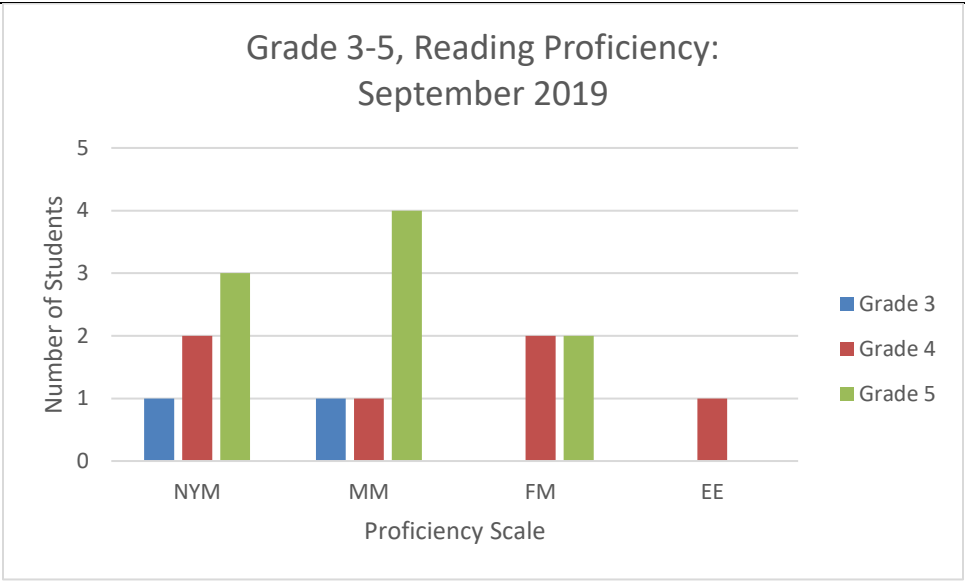




DART:

Reading Proficiency – Late Primary and Intermediate (Grade 3-8)

The following data gleaned from reading assessments using DART, revealed that a significant number of students (grade 6-8) are not yet meeting and minimally meeting expectations in reading.



FSA:

This year, Phoenix Elementary School, increased its FSA participation rate significantly, having 70% of eligible grade 4 and 7 students participate.

Additional:

It should be noted that we have a number of students fully meeting or exceeding expectations in reading, writing and numeracy. Our theory of action applies to these students as well, and our



intent is to ensure they maintain or exceed their current learning trajectory.

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

If We:

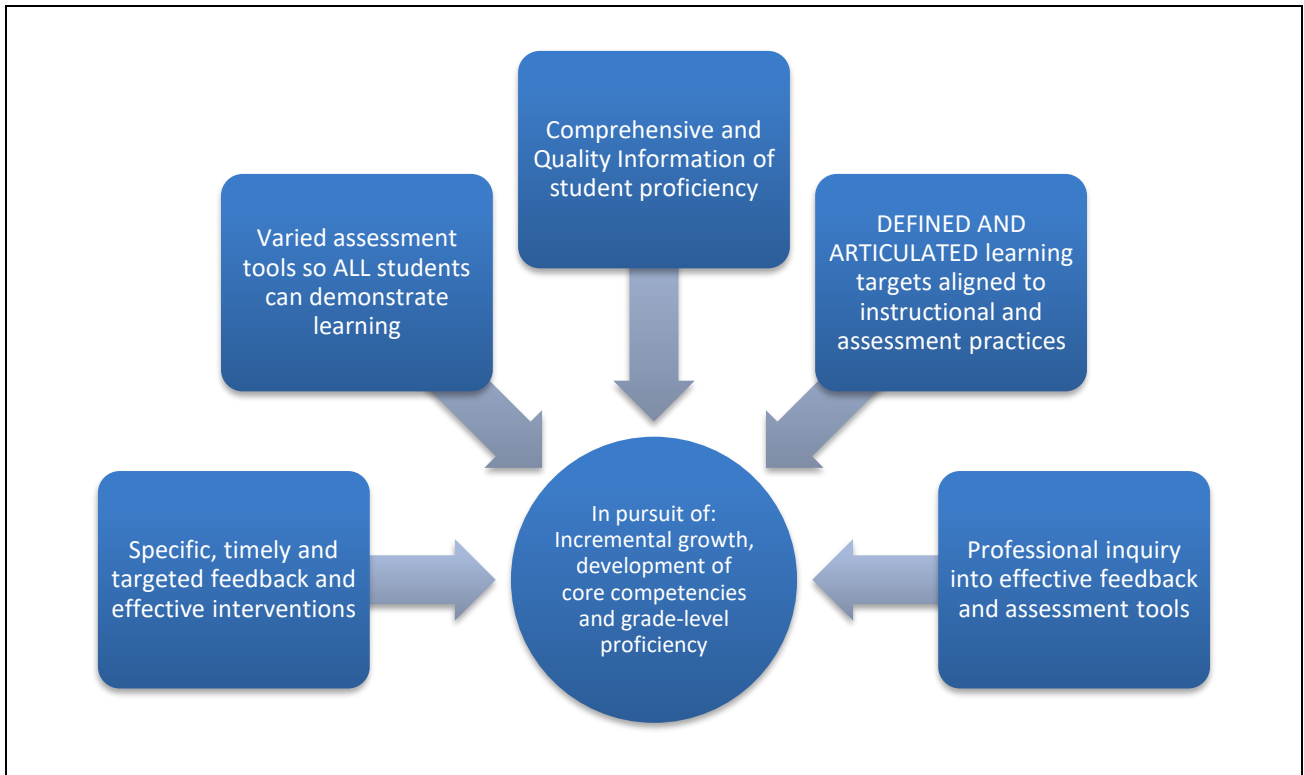
- Respond to the diversity of our learners by utilizing the principles of Universal Design of Learning, Positive Behavior Support and Response to Intervention;
- Utilize a variety of assessment tools and approaches to gather comprehensive and quality information about the achievement and needs of each student in reading, writing and numeracy;
- Align our instructional and assessment practices with essential learning targets;
- Implement specific, timely and targeted feedback and support to address student needs;
- Through professional inquiry, investigate approaches and tools to increase our capacity to provide effective feedback to our students;
- Employ ability-based literacy and numeracy groups to engage students in purposeful learning experiences with well-defined learning targets;
- Monitor student progress and plan instruction after thorough and thoughtful data analysis;

Then all students will:

- Experience opportunities for success and growth in a positive, safe and challenging learning environment;
- Engage in learning experiences that are intentional and linked to learning targets;
- Demonstrate learning in a variety of ways; will be able to measure, present and articulate their progress towards mastery of a learning goal;
- View feedback as an opportunity to collaborate, reflect, improve upon their work and deepen their understanding;
- Demonstrate incremental and steady academic growth and achieve grade-level proficiency;

So that all students are prepared to:

- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage, compassion and confidence;
- Communicate effectively, think critically, problem solve creatively, work collaboratively and develop a lifelong appreciation for learning;
- Develop a sense of self-worth, self-efficacy and social responsibility;
- Attain their career and occupational objectives and assist in the develop effective work habits.



Section 3 – Focus on Learning (Optional)

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-3 Grade Level Reading	All	By October 2019, all students will be assessed and a targeted plan of action will be implemented. We will evaluate achievement in 6-8week cycles using a learning sprints model. Focusing on: (1) daily silent reading (with reading conferences), (2) home reading, (3) whole class reading strategy talks and (4) oral reading modeling oral language	Drawing on skills of early primary teacher to develop a strategy for reading recovery.	6-week cycles, using EPRA, DART and PM Benchmarks	Classroom teachers: conduct routine reading assessments and implement timely interventions. Principal/LIST: provide classroom teachers with classroom support to allow for small-group instruction for specific, goal-oriented tasks. Remedy: to be utilized to support our most vulnerable and “off track” learners EA: to reinforce and support students with direction and feedback from the teacher in relation to a learning goal.	BC Ministry of Education Curriculum documents, Leveled Readers
Grade K-3 Grade Level Writing	All	By October 2019, all students will be assessed and a targeted plan of action will be implemented. We will evaluate achievement in 6-8 week cycles using a learning sprints model. Focusing on: (1) phonological awareness activities, (2) learning letters with printing practice. (3) Each child has set goals for their writing, (4) Journal Writing, (5) Story Basket writing (creating stories based on play) (6) grade 2/3 students work on ipads to read (and listen to) an article and pull out details to create the skeleton of an essay		6-week cycles, using writing samples and the Island Literacy Network writing continuum and available rubrics (Quick scales and rubrics from the 6+1 Traits model).	Classroom teachers: conduct routine reading assessments and implement timely interventions. Principal/LIST: provide classroom teachers with classroom support to allow for small-group instruction for specific, goal-oriented tasks. Remedy: to be utilized to support our most vulnerable and “off track” learners EA: to reinforce and support students with direction and feedback from the teacher in relation to a learning goal	Island Literacy Network writing continuum, 6+1 Traits, Comox Valley SWW writing prompts and rubrics



Grade K-3 Grade Level Numeracy	All	By October 2019, all students will be assessed and a targeted plan of action will be implemented. We will evaluate achievement in 6-8week cycles using a learning sprints model. Focusing on: (1) patterns, (2) counting principles, (3) problem solving, (4) creating simple math stories, (5) understanding numbers, (5) place value	School-based Pro-D is focused on assessment and monitoring in numeracy, a total of 6 hours to date has been dedicated to reviewing assessment data and entering information into the Innovation Partnership data base	6-week cycles, using INA, DMA or Vernon numeracy screeners	Classroom teachers: conduct routine reading assessments and implement timely interventions. Principal/LIST: provide classroom support to allow for small-group instruction for specific, goal-oriented tasks. Remedy: to be utilized to support our most vulnerable and “off track” learners EA: to reinforce and support students with direction and feedback from the teacher in relation to a learning goal	BC Ministry of Education Curriculum documents; Increased use of manipulatives to support number concept and computational fluency.
Grade 4-8 Reading	All	By October 2019, all students will be assessed and a targeted plan of action will be implemented. We will evaluate achievement in 6-8week cycles using a learning sprints model. Focusing on the following Learning targets: (1) Oral reading modeling, (2) Oral language strategies, (3) synthesizing ideas from multiple sources, (4) responding to text in personal, creative and critical ways.	Professional learning to: (1) support non-readers at the intermediate level, (2) training to support students with dyslexia, (3) PT/OT classroom scan, (4) review or in-service of the “self-serve” app.	6-8 week cycles and monitor with DART.	Classroom teachers: conduct routine reading assessments and implement timely interventions. Principal/LIST: provide classroom support to allow for small-group instruction for specific, goal-oriented tasks. Remedy: to be utilized to support our most vulnerable and “off track” learners EA: to reinforce and support students with direction and feedback from the teacher in relation to a learning goal	BC Ministry of Education Curriculum documents
Grade 4-8 Writing	All	By October 2019, all students will be assessed and a targeted plan of action will be implemented. We will evaluate achievement in 6-8week cycles using a learning sprints model. Focusing on the following learning targets: (1) using		6-8 week cycles, monitor with varying writing rubrics and have students self-assess with writing continuum.	Classroom teachers: conduct routine reading assessments and implement timely interventions. Principal/LIST: provide classroom support to allow for small-group instruction	BC Ministry of Education Curriculum documents ; Island Literacy Network writing continuum, 6+1 Traits, Comox Valley SWW writing prompts and rubrics



		literary elements and devices, (2) Sentence structure, grammar and conventions (3) Writing processes.			for specific, goal-oriented tasks. Remedy: to be utilized to support our most vulnerable and “off track” learners EA: to reinforce and support students with direction and feedback from the teacher in relation to a learning goal	
Grade 4-8 Numeracy	All	By October 2019, all students will be assessed and a targeted plan of action will be implemented. We will evaluate achievement in 6-8week cycles using a learning sprints model. Focusing on the following learning targets: (1) computational fluency, (2) 2 step equations, (3) estimation and mental math strategies, (4) pattern rules and analysis, (5) times tables, exponents, prime numbers, fractions, decimals and percents.		6-week cycles, using INA, DMA or Vernon numeracy screeners		BC Ministry of Education Curriculum documents ; Increased use of manipulatives to support number concept and computational fluency.

Additional School Goals (Optional)

Goal #1

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Goal #2

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School Name: _____

School Year: _____

Date of Plan: _____

Ratified by School

Staff: _____

Signature of Principal: _____