

SCHOOL GROWTH PLAN – INQUIRY MODEL

Salt Spring Elementary



Inspire – Integrate – Involve

Submitted: Oct. 28, 2019
Principal: Shelly Johnson



Spirals of Inquiry
Adapted from Drs. Judy Halbert and Linda Kaser



Introduction – School Context

<p>School Mission Statement 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.</p>
<p>School Context Salt Spring Elementary is located in the heart of Ganges. It has an enrolment of approximately 160 students in Kindergarten through Grade 5. It is a dynamic school with extensive community involvement. Enrolment fluctuates during the school year, gaining many new students to the island.</p>
<p>Summary of Student Body Assets The students of SSE are creative, athletic and welcoming. We have strong leaders in our midst who like to take on challenges.</p>
<p>Summary of Student Body Needs The range of academic and social needs varies widely from high achievers to students with significant learning needs. Tardiness is an issue.</p>

Section 1 – Student Achievement Profile—Please see attached page for data

<p>Benchmarks: 2019-2020 (in process) the assessment has been administered and is currently being entered into our Reporting Tool. Please see attached data sheet.</p>
<p>DMA:</p>
<p>School-Wide Writes: 2019-2020 (in process) the assessments have been administered and will be scored and entered in Nov. Please see attached data sheet.</p>
<p>DART: 2019-2020 EPR was administered and will be entered into the Reporting tool in Nov.</p>
<p>FSA: 2019-2020 (in process)</p>
<p>Student Learning Survey: 2019-2020 not yet administered. See attached data sheet.</p>



Section 2 – Professional Inquiry

1. If we focus on directly teaching writing traits, will the quality of student writing improve?
2. If we create structures to better support reading interventions, will student reading achievement improve?

Staff Actions:

- School wide assessments in Reading and Writing at least 2x year (Fall and Spring.)
- Teacher collaboration on marking assessments and discussing what is next for learners.
- Targeted small group or one-on-one instruction for learners who are not yet meeting expectations in reading 3x a week.
- Literacy tutors support students who need more practice, but not intensive intervention
- Pro-d directed at teaching writing
- Students given targeted instruction in writing using data from the school wide write
- Best practice in literacy instruction discussed at staff meetings
- Continue Reading Blitz month in February, where several reading challenges and special events take place to promote and celebrate the joy of reading.
- Students and teachers use the writing continuum to assess writing and determine what is next in writing development.

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 Grade Level Reading	<p>All</p> <p>Improved reading achievement for all students.</p> <p>Increase from 72% meeting expectations to 75% (or greater) meeting expectations on the Summative Report this year.</p>	<ul style="list-style-type: none"> -Dedicated Reading Intervention time, scheduled for maximum support -Oral Language groups -Talking Tables -Reading Blitz -EA supports used strategically. -Reading tutors for students who need additional practice, but not additional interventions. 	<ul style="list-style-type: none"> -Pro-D -Dedicated time at staff meetings on reading instruction. 	<ul style="list-style-type: none"> -Fall and Spring Assessments (Phonological Screening EPRA, DART and or Oral Fluency) --PM Benchmarks for students below grade level on other assessments. 	<ul style="list-style-type: none"> -LIST and Principal working in classrooms 3x/ week tier 2 -LIST to provide support for tier 3 -Teachers (all students) 	<ul style="list-style-type: none"> -Guided Reading Texts -A-Z reading -Table Talk resource -PM Benchmarks -EPRA
Grade K-5 Grade Level Writing	<p>All</p> <p>Improved writing achievement for all students.</p> <p>Increase from 70% meeting expectations to 75% (or greater) meeting expectations on the Summative Report.</p>	<ul style="list-style-type: none"> -School wide write 2-3/year -Direct teaching of the traits -Writing continuum posted and taught -WSM student authors -Guest community author presentations -Writing celebrations 	<ul style="list-style-type: none"> -6 traits book study -Dedicated time at staff meetings re: 6 traits and writing 	<ul style="list-style-type: none"> -School wide writes -Writing Continuum 	<ul style="list-style-type: none"> -Teachers, LIST, principal 	<ul style="list-style-type: none"> 6 traits resource book Exemplar texts Writing continuum chart

Additional School Goals (Optional)

Goal #1

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Goal #2

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School Name: _____ Salt Spring Elementary _____

School Year: _____ 2019-2020 _____

Staff: _____

Date of Plan: _____ Oct. 28, 2019 _____

Signature of Principal: _____

School Data—Salt Spring Elementary

Reading

2019-2020

- Reading Assessment completed, but data not entered yet
- School wide write completed, but data not entered yet

2018-2019

Fall Formative Assessment: 67% Meeting or Exceeding 107/159

Spring Summative Assessment: 72% Meeting or Exceeding 118/163

Year	Summative Report Meeting or Exceeding	FSA Meeting or Exceeding
2018-2019	72%	91%
2017-2018	80%	63%
2016-2017	74%	77%
2015-2016	76%	95%
2014-2015	77%	87%

Writing

2018-2019

Fall Formative Assessment: 63% Meeting or Exceeding 100/159

Spring Summative Assessment: 70% Meeting or Exceeding 114/163

Year	Summative Report Meeting or Exceeding	FSA Meeting or Exceeding
2018-2019	70%	91%
2017-2018	71%	88%
2016-2017	65%	92%
2015-2016	63%	87%
2014-2015	70%	80%

Numeracy

2018-2019

Fall Formative Assessment: 63% Meeting or Exceeding 100/159

Spring Summative Assessment: 74% Meeting or Exceeding 121/163

Year	Summative Report Meeting or Exceeding	FSA Meeting or Exceeding
2018-2019	74%	91%
2017-2018	67%	92%
2016-2017	72%	85%
2015-2016	79%	83%
2014-2015	78%	87%