GULF ISLANDS SCHOOL DISTRICT 64

SCHOOL PLAN
2024 – 2025

FERNWOOD
ELEMENTARY SCHOOL

SIGNATURES

Maire Maller   _Shelly John_
PRINCIPALS

Erin Lee
PAC CHAIR

[signature]
TEACHER

[signature]
STUDENT

OUR SCHOOL

SCHOOL IDENTITY/CONTEXT

Located in the north end of Salt Spring Island, Fernwood School serves about 215 students in Kindergarten to Grade 7 and their families. The vast school property has an outdoor classroom, garden, greenhouse and new playgrounds for students to enjoy. Staff is committed to providing outdoor learning experiences for our students, including frequent walking field trips to Fernwood Beach. We have partnerships with community organizations, including Salt Spring Island Community Services (counselling), Salt Spring Literacy (1-1 Readers), The Raffi Foundation, The Salt Spring Conservancy and The Circle.

OUR STORY

Fernwood Elementary School is a vibrant Kindergarten to Grade 7 learning community that has experienced several changes in school administration over the past five years. With more administration stability in place, we worked on developing a more cohesive and inclusive school culture last year, partly by implementing a school-wide PBIS system with common expectations for behaviour. The three Cs (Care for Self, Care for Others, Care for the Environment) were implemented in January with explicit teaching on what they look like in various locations in the school. This work was done as part of one of the school goals on increasing students' sense of belonging. We also reinstated weekly Whole School Meetings to bring the community together. Our EPIC project last year focussed on the belonging goal with the counsellor and classroom teachers collaborating on and co-teaching social-emotional lessons for six-week periods of time. This collaborative project helped to increase students' emotional literacy, but our pre- and post-sprint data shows that more work needs to be done in this area.

Our academic achievement data also shows that too many students are not yet working at proficiency in the foundational skills of reading, writing and numeracy (see data below). This is not surprising given the social and emotional needs we see in our students. As we continue to work on improving students' sense of belonging, we expect student achievement also improve.

GOAL STATEMENT

1. *To increase student sense of belonging and social-emotional literacy, which in turn, will improve their achievement in foundational skills.*

AREAS OF STRENGTH/GROWTH

Strengths:
- Experienced staff
- Athletically strong students in extra-curricular sports (volleyball, basketball, track and field).
- Strong School Based Team that oversees student referrals, interventions, and supports.
- PBIS System in place

Growth Areas:
- Common language and approach to social problem solving
- Common approach to classroom management
- Social-emotional literacy teaching skills
- Supporting students with anxiety, difficulty self-regulating and social/emotional challenges
- UDL implementation and Tier 1 instruction in foundational skills
- School climate and staff morale

FOCUSING DIRECTION

Parents, students and staff were consulted in the development of this plan. Multiple sources of data were considered, including report card marks, IPASS Data FSA, Grade 4 and 7 Student Learning Survey, and SEL Sprint student surveys (EPIC project 23/24), Staff Survey.

Timeline/Process:

Late Spring – reviewed yearly data, consult partner groups, draft goals

Early Fall – revise and finalize plan; gather formative data; implement strategies

Mid Year – Check data, revise plans (or at end of each sprint)

Late Spring – administer summative assessments, review yearly data, consult with partner groups and revise school plan

PURPOSE / DATA RATIONALE

IPASS Data

62/215 of students (29%) had a Social-Emotional comment in IPASS this year.

SEL Post-Sprint Student Survey Data (1=strongly disagree; 5=strongly agree)
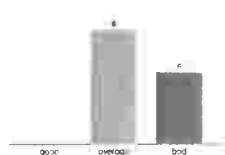
I like coming to school every day.

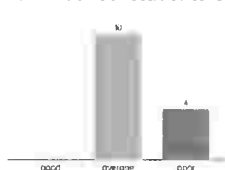

I feel like I belong in my class and school community.

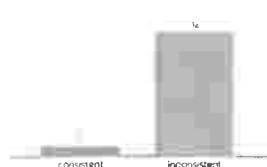### Staff Menti Survey Data June, 2024
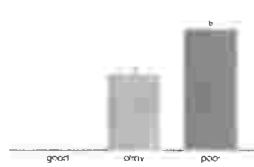
The behaviour of our students is:

The achievement of our students is
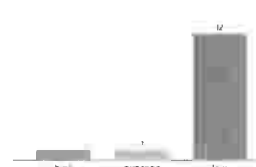

Staff response to student behaviour is

School climate is

Morale is

See academic data on last page, Additional Information.

-Principals to begin introduction to Compassionate Systems with staff, focusing first on practices to implement in our staff meetings, including an opening ritual with grounding, check-ins and reflection. Next, use tools and practices and develop staff's understanding of Generative Social Fields. Work on team building with staff. Review/revise "Vision" for Fernwood school with staff, parents and students.

-Review/teach expectations for Care for Self, Care for Others and Care for the Environment in September and as needed throughout the year. Work with staff on developing common social problem-solving model and classroom management practices, student self-regulation strategies.

-Develop a leadership program for students in Grades 6-7. Involve Leadership students in WSMs, Daily Announcements, Student Clubs, etc.

-Implement structure for identifying 3Cs/friendly deeds at Whole School Meetings. Leadership students teach a particular "virtue" and then staff and students look for examples of that virtue to recognize as Friendly Deeds at WSMs.

-continue to discuss "children of note" at monthly staff meetings so everyone will be aware of who needs extra attention/support

-Use a school-wide SEL structure to focus on our belonging/social-emotional literacy goal, such as Martin Brokenleg's **Circle of Courage**:

Belonging: WSMs, Buddy Classes, family events (eg, Light Up the Night), class meetings, Clubs/teams, The Circle program in Intermediates, Counsellor/Teachers SEL instruction; Social Groups with Luis; CYCW work, SBT check in monthly

Mastery: Implement UDL strategies in each class to improve Tier 1 supports; Explorations for intermediate students, 1-1 Reading; Literacy intervention supports (early intervention K-3) and classroom based supports for Grades 4-7; SBT check in monthly

Generosity: Leadership Club; student-initiated clubs, Friendly Deeds, Buddy classes; Friends on the playground.

Independence: More student choice, WSM presentations, student inquiry projects, privileges and responsibilities

Foundational Skills

Implement UDL in all classrooms. Using IPASS data, each class will identify one goal in each area. Reading, Writing, Math, and one strategy to implement for each goal for 6-8-week sprints and monitor improvements (check in at each staff meeting).

COLLABORATIVE CULTURES

- Admin Team to update PAC monthly and put updates in school newsletters.
- Leadership students to provide input on initiatives/clubs/special events
- Staff, student and parent surveys
- Teachers to collaborate with counsellor to deliver SEL lessons
- Teacher teams to collaborate on class goals/strategies and assessment practices to create better alignment.

- Review and revise plan with staff at Framework Day.
- Discuss Belonging/SEL goal monthly staff meetings
- Review academic sprints at staff meetings; What was the goal? Strategies? Impact?
- Professional Development on Social-emotional literacy (mental health strategies)
- Professional learning on Circle of Courage (at staff meetings?)
- Librarian to teach comprehension strategies during library blocks.

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM THIS WORK?

-Teachers need to know how to teach social/emotional literacy. Pro-d on SEL and collaboration with counsellor and CYCW.
-collaborate on unified approach to classroom management, social problem solving, teaching regulation strategies
-collaborate on SEL practices to implement in each classroom (Class meetings, Buddy Classes, etc.)
-Universal Design for Learning principles and strategies (checklist)
-research based practices for teaching reading, writing and math
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WHAT SKILLS WILL WE FOSTER WITH STUDENTS FOR THEM TO EXPERIENCE SUCCESS?

-social and emotional literacy and regulation strategies
-growth mindset and grit, perseverance
-conflict resolution strategies
-friendship skills/empathy
-reading – decoding, fluency and comprehension strategies
-writing – qualities of good writing and perseverance
-math – problem solving strategies and math fact fluency
-school pride
-care for self, others and the environment

APPROACH TO PROFESSIONAL LEARNING?

-Staff will explore research-based practices in Social Emotional Learning.
-POPEY Literacy Series for K-Grade 3 teachers (4 throughout the year)
-teachers will work collaboratively to review assessment data, set goals for the class, plan for instruction and then assessment.
- teachers will work collaboratively with counsellor to plan and deliver SEL lessons
-professional discussions at staff meetings
-analyzing data at staff meetings
-work with district support teachers (Numeracy Coordinator, Early Learning Teacher)

TAKING ACTION

How will the school structure an approach that can be measured in short formative cycles?
How will the school foster a sense of partnership to achieve a common goal of increased student achievement?

LEARNING SPRINT APPROACH

Belonging/SEL goal

Student surveys in Fall focused on key areas (belonging, feeling safe, liking school, having friends). Teachers will use survey results to identify one area of learning in the SEL realm, plan strategies and ways to assess impact of strategies in 6-8 week cycles starting in October.

Foundational Skills Goal

Teachers complete Fall assessments and use data to identify one area/goal to work on in each foundational area (reading, writing, math). Teachers will work in Grade teams to collaborate on strategies for each goal and ways to assess impact of the strategy in 6-8 week cycles, starting in November.

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

We will know we are successful when we see a reduction in social conflicts/unkind behaviours among students. We will see improvement in student survey responses, a reduction in office referrals, greater student engagement in schoolwork and clubs, and improvement in student achievement in reading, writing and math. The school climate will improve, and the school will feel like a safe, orderly, inclusive and joyful learning environment (based on staff and parent surveys).

Our students will act in kind and caring ways, showing care for themselves, others and the environment. Our students will be able to solve conflicts peacefully with decreasing support needed. Students will be able to follow the school-wide expectations with decreasing number of reminders needed. Students will be able to regulate their emotions and behaviour more independently. We will have a greater number of students who are reaching proficiency in the foundational skills.

Staff will be more cohesive, more collaborative and happier. Morale will improve.

STUDENT ACHIEVEMENT DATA

Data will be collected throughout the year from:
-student, staff and parent surveys
-BC Student Learning Surveys
-IPASS assessment data
-Report cards
-FSAs
-SBT referrals

STUDENT EXPERIENCE EVIDENCE

Students will be able to tell you the school's three main behaviour expectations (the three Cs).
There will be many friendly deeds read out at the WSM and posted on the bulletin board.
Students will be happier and feel a greater sense of belonging. They will enjoy school more and feel safe.
Students will be able to tell you what they are working on in reading, writing and math, and how they are doing in relation to their goals.

EPIC STORY

Fernwood School staff has worked on improving Numeracy since 2020-21 (or before). In previous years, work was done on using the Island Numeracy Assessment tool and the local Primary Numeracy Assessment tool to ensure teachers were confident in their use. They had shared school-based ProD and Pro-Growth projects, and shared ideas and strategies in staff meetings. EPIC funds were used to provide collaboration time for teachers to work together on math goals, and to purchase resources and materials to support math.

Last year, Fernwood School also had a goal of increasing students' sense of belonging. This is the goal we focused on because it was evident that we needed to come together as a staff to create common behaviour expectations and improve student behaviour and school culture. There were cases of ongoing bullying in the school that were addressed and resolved with the collective efforts of staff, students and parents. After implementing our PBIS system for school-wide expectations, we began our SEL EPIC project, beginning with the classes where the bullying behaviours were happening. After completing the "How I feel about my class and school community" survey with each class, the teacher and Counsellor met to review the data and plan the SEL themes and lessons. Then for 6 weeks, the Counsellor and teachers each taught two SEL lessons per week to provide intensive SEL support. The survey was completed at the end of the sprints to determine the effectiveness of our interventions. In all classes, improvements were made but some classes needed additional time. Two classes continued sprints for another 6 weeks to and then two new classes participated in the sprints (classes chosen based on the perceived needs in the classes). Classroom teachers and the counsellor working collaboratively built capacity in teaching SEL lessons.

This year, given that we will not have the EPIC funds, we will work on implementing researched based practices in classrooms to provide an environment where students can learn emotional and behavioural regulation strategies and peaceful problem solving. We will identify virtues we want to cultivate and introduce them at WSMs with the help of leadership students. We will then recognize those virtues through our friendly deeds at subsequent WSMs.

We will also work with the staff on introducing Compassionate Systems concepts and strategies, and work on team building to become a more cohesive staff with a clear vision.
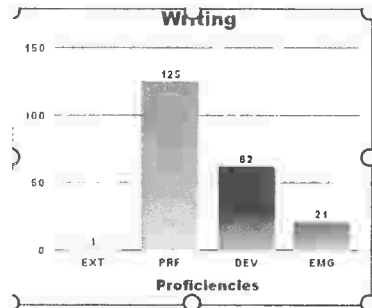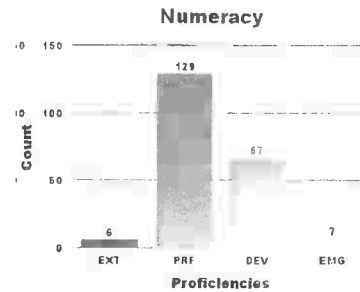
ADDITIONAL INFORMATION

NOTES

Summative Report Data

Reading
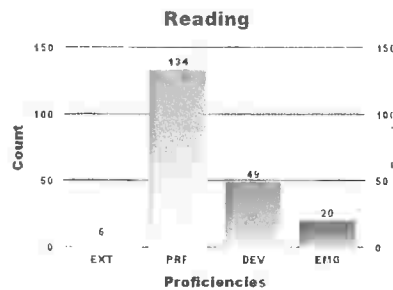
67% Proficient & above;
33% below proficiency

Writing

60% Proficient & above
40% below proficiency

Numeracy

65% Proficient & above
35% below proficiency

FSA Data 2023-24

FSAs	Emerging	On Track		Extending	% OT/EX
		Dev	Prof		
Grade 4 Literacy	1/21= 5%	8/21=38%	12/21 = 57%	0	95% OT 57% Proficient
Grade 4 Numeracy	6/21 = 29 %	8/21 = 38%	7/21 = 33%	0	71% OT 33% Proficient
Grade 7 Literacy	3/17 = 18%	8/17 = 47%	6/17 = 35%	0	82% OT 35% Proficient
Grade 7 Numeracy	4/17 = 24%	10/17 =58%	3/17 = 18%	0	76% OT 18% Proficient