



Amy Woodland Elementary School Growth Plan
2023/2024
911-6th Street S, Cranbrook, BC V1C 1L6
426-7258

2023-2024
Year 3

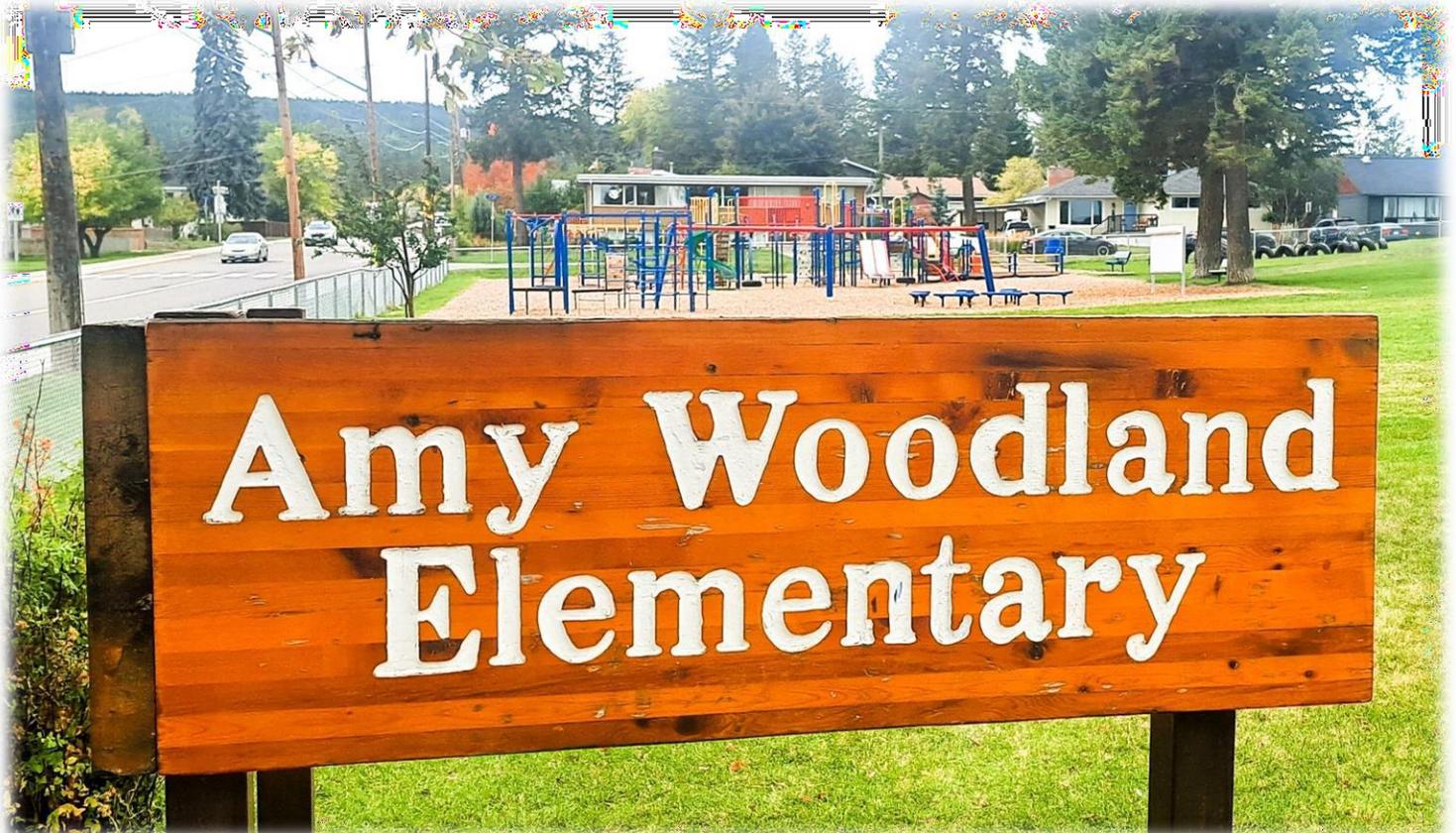
Vision: To support our students and foster learning for all, regardless of ability.

Mission: To care for each child and family that walks through our doors, to work together when problems arise, to connect and build relationships, to nurture, to teach.

Values: Respect, vision, fairness, collaboration, integrity, inclusion.

Educational Outcomes:

- I. Students will meet or exceed literacy expectations for each grade level.
 - II. Educational staff will be supported in improving pedagogy in numeracy.
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School Context

Amy Woodland is a school of 258 students. We have 55 students who identify as indigenous and 56 students with special needs. We have 13 Classroom Teachers staffing 13 classrooms, 2 Student Services Teachers, 1 Co-Teacher, a Teacher Librarian, a Music Teacher, a School Counsellor, 11 Education Assistants, a Youth Care Worker, an Indigenous Education Support Worker, a School Secretary, 2 Custodians, A Principal and a Vice Principal. We also have part time access to a Speech Language Pathologist. Amy Woodland Elementary is also the host of a Strong Start Program that supports families of children from birth to 5 years of age.

Strategic Engagement

2022-2023 data was shared at our staff meeting in September and October. Teaching staff shared thoughts and ideas for continuing to improve learning at Amy Woodland. Our plan was then shared with executive members of PAC for primary feedback and then shared again at general PAC meeting with School Trustee present. A draft plan was placed onto our school website pending any suggestions, or changes from various stakeholders. Items discussed were then taken into consideration prior to final submission to the Superintendent and before posting a final version on our school web page. It should be noted that this plan is evolving and may be updated from time to time with new versions posted.

School Successes from 2022-2023

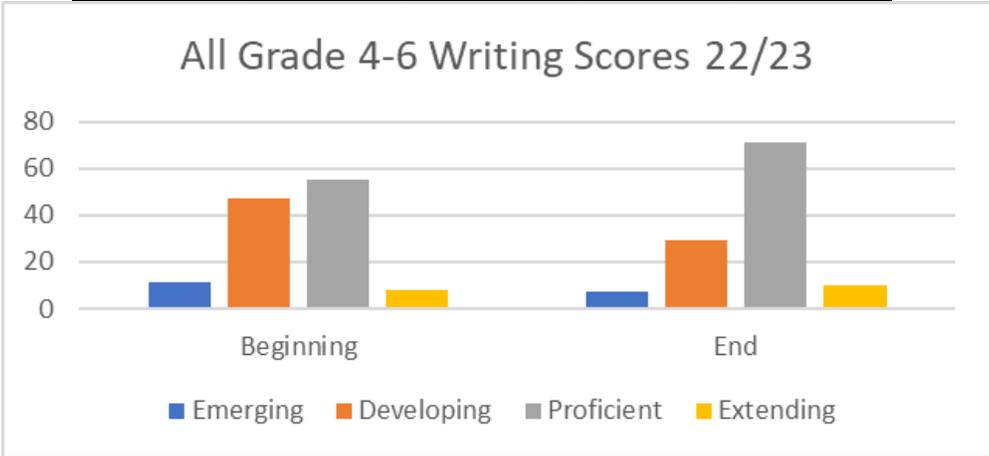
Literacy:

We had a concerted team effort throughout the school to focus on literacy last year. The primary team targeted phonological awareness at the start of the year and then progressed into a research based structured reading program through the UF Literacy Institute (UFLI). We saw impressive results with increased skills in both areas.



The intermediate team collaboratively targeted writing through schoolwide writes, professional development through Erin Jones and Adrienne Gear, anchor marking and class wide lessons on adaptive technologies (immersive readers, speech to text). We observed a 17% increase in the number of students writing at a Proficient or Extending level in the 2022/2023 school year (from 52% at beginning-of-year to 69% at end-of-year).

All Grade 4-6 Students in 2022/2023 School Year				
	Emerging	Developing	Proficient	Extending
<i>Beginning of year</i>	11	47	55	8
<i>End of year</i>	7	29	71	10



Social Emotional/Belonging

The 2022-2023 school year also saw a focus on the social emotional well-being of our students in terms of how connected they felt towards adults in our building. A beading activity was used to determine the number of adults that students felt cared about them. Schoolwide initiatives were then put into place and the activity was repeated. We saw significant improvement in the feeling of belonging at Amy Woodland.

Belonging Project: Initial and Final Number of Adults that Students Identified as Caring About Them

Grade	Initial #	Final #	Grade	Initial #	Final #	Grade	Initial #	Final #
Gd1	4	8	Gd2	8	11	Gd4	2	4
Gd1		9	Gd2	7	4	Gd4	6	4
Gd1			Gd2			Gd4	6	5
Gd1	6	6	Gd2	13	13	Gd4	8	
Gd1	5		Gd2	11	13	Gd4	5	6
Gd1	5	7	Gd2		4	Gd4	6	9
Gd1	5	8	Gd2			Gd4	3	7
Gd1	8	8	Gd2	12	20	Gd4	7	8
Gd1	6	5	Gd2	4	7	Gd4	3	5
Gd1			Gd2	5	6	Gd4	3	
Gd1	3	6	Gd2		17	Gd4	3	4
Gd1	7		Gd2		8	Gd4	17	10
Gd1	6	7	Gd2			Gd4	16	10
Gd1		4	Gd2	4	5	Gd4	3	
Gd1	4		Gd2		10	Gd4	17	11
Gd1		7	Gd2	3	3	Gd4	9	8
Gd1	6		Gd2	5	4	Gd4	4	1
Gd1			Gd2	4		Gd4	3	4
Gd1	6		Gd2			Gd4	7	7
Gd1	8		Gd2		5	Gd4	11	10
Gd1	3	4	Gd2		16	Gd4	7	7
Gd1	5	4	Gd2			Gd4	10	10
Gd1	6	10	Gd2		4	Gd4	10	7
Gd1	4	9	Gd2		11	Gd4	10	8
Gd1	4	9	Gd2		14	Gd4	4	5
Gd1	4	9	Gd2		7	Gd4	9	9
Gd1	8	10	Gd2		11	Gd4	3	4
Gd1	9	9	Gd2		4	Gd4	6	7
Gd1	5	5	Gd2		12	Gd4	9	8
Gd1		7	Gd2		9	Gd4	2	10
Gd1		9	Gd2			Gd4	12	5
Gd1	7	7	Gd2		4	Gd4	8	9
Gd1	5	6	Gd2		12	Gd4	11	8
Gd1	5	5	Gd2		9	Gd4	3	6
Gd1	4	9	Gd2		11	Gd4	9	1
Gd1			Gd2		4	Gd4	11	4
Gd1		7	Gd2		4	Gd4	10	3
Gd1		10	Gd2		4	Gd4	5	5
Gd1			Gd2		0	Gd4	5	5
Gd1			Gd2		7	Gd4	8	
Gd1		10	Gd2		11	Gd4	9	9

EDUCATIONAL OUTCOME I: Students will meet or exceed literacy expectations for each grade level.

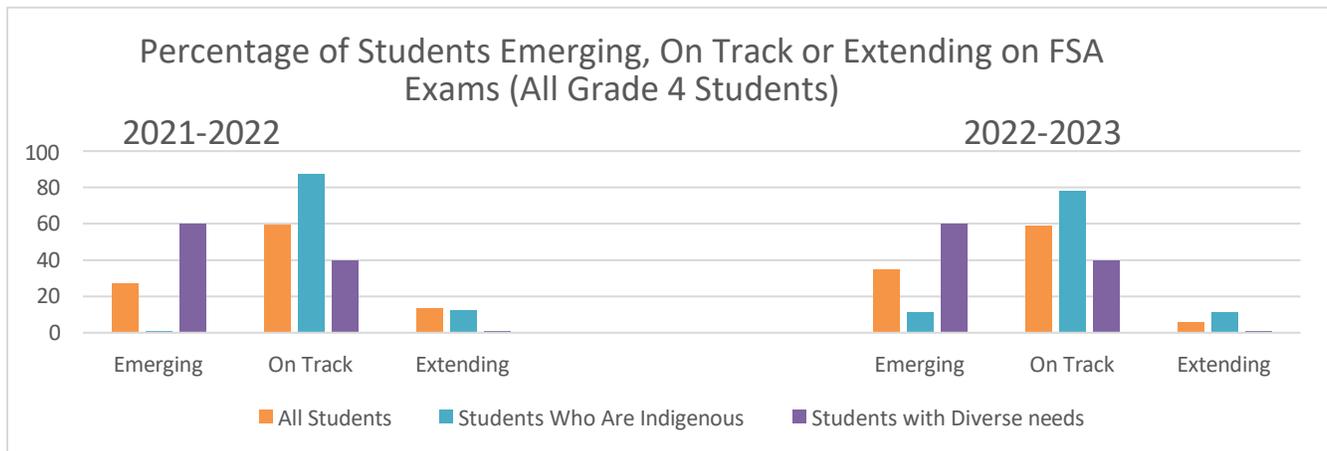
Objective #1 - Literacy

Rationale

We saw promising results in primary student’s phonological awareness skills last year through our work with Heggerty, and an increase in student reading proficiencies utilizing the UFLI Reading Program. Foundation Skills Assessment (FSA) exams were chosen as a general measure of the effectiveness our literacy initiatives, which is written in Grade 4. The 2023/2024 school year is the first cohort who will write the FSA exam having had Heggerty and UFLI interventions. However, we are still monitoring student progress on the FSA and students continue to struggle. We have also observed struggling learners from the student cohort who started Kindergarten during the Covid Pandemic.

Grade 4 FSA Literacy Results

Reading/Writing

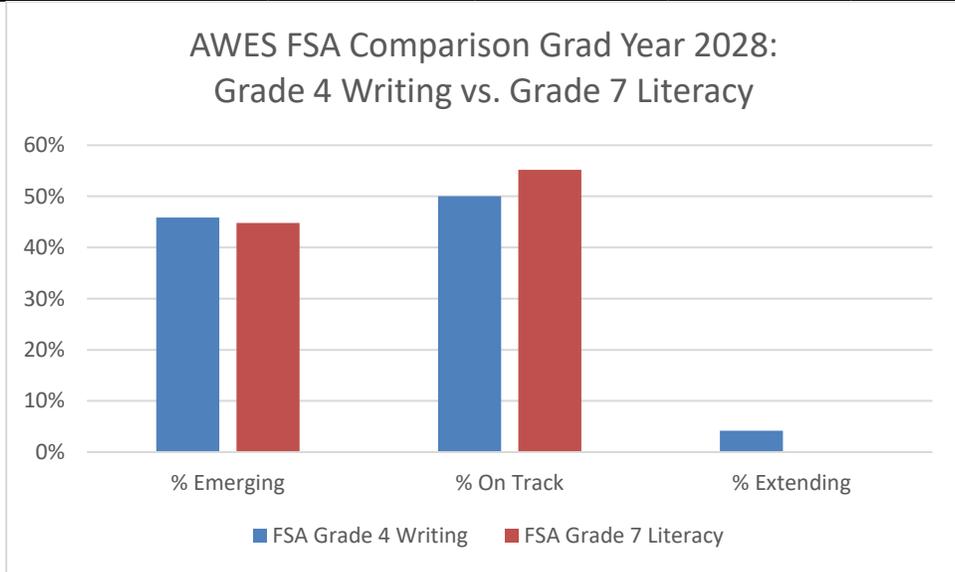


FSA Data - Literacy 2021-2022				FSA Data - Literacy 2022-2023			
	Emerging	On Track	Extending		Emerging	On Track	Extending
All Students	27	59.5	13.5	All Students	35	59	6
Students Who Are Indigenous	0	87.5	12.5	Students Who Are Indigenous	11	78	11
Students with Diverse needs	60	40	0	Students with Diverse needs	60	40	0

Writing

Although the growth of our student’s writing ability since the inception of our writing goals and strategies has been positive (with positive local data in the 21/22 school year and 22/23 school year), we will continue to collect data from our school-level paragraph writing assessment three times in the 23/24 school year from all intermediate students. We will also compare FSA data from past AWES students and see if there has been significant change between individual’s grade 4 and grade 7 literacy scores. In the graph below we have compared data from individuals in the 2028 graduating class who attended AWES, and were intermediate students in 21/22, the first year of writing strategy implementation.

	% Unavailable	% Emerging	% On Track	% Extending
FSA Grade 4 Writing	38%	46%	50%	4%
FSA Grade 7 Literacy	41%	45%	55%	0%



Target

- I. Increase the number of students on track or extending on FSA exams from previous years.
- II. Increase the number of Grade 2 and 3 students reading at or above grade level on school wide reading assessments through Acadience Reading.
- III. Implement targeted literacy instruction for intermediate students who are not at grade level in reading.

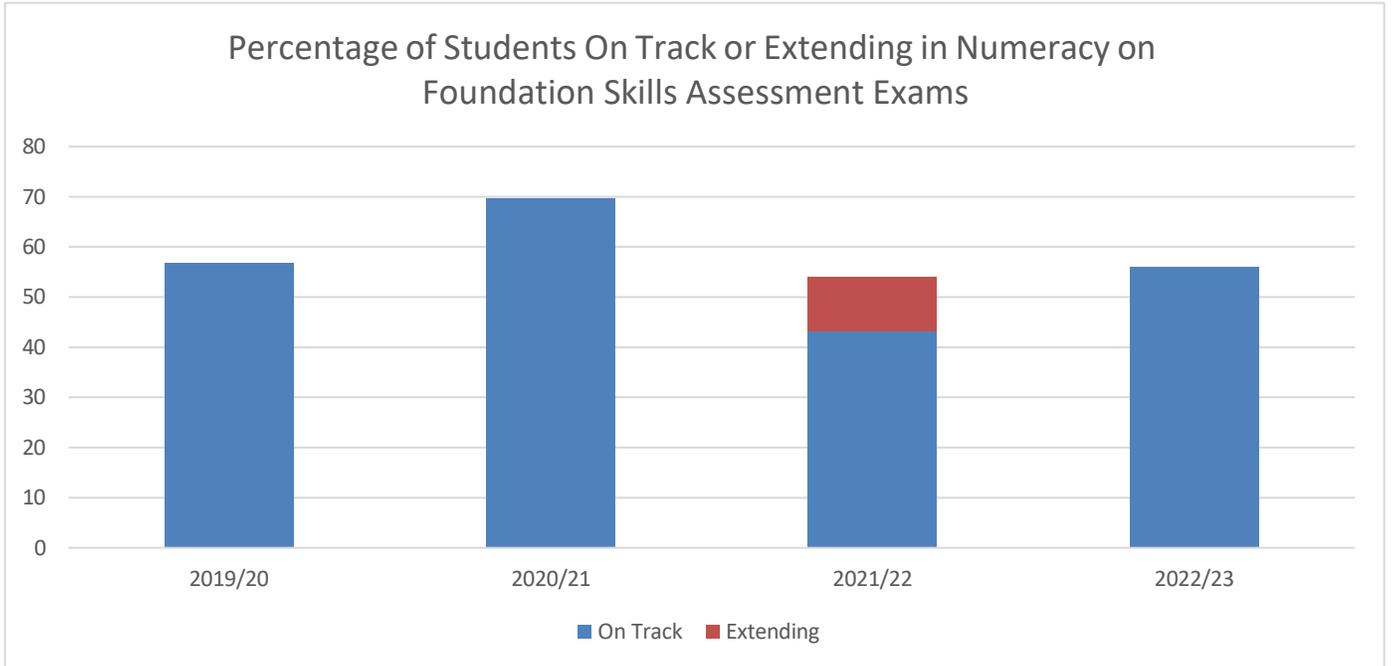
Strategies

- Reading Assessments to be completed on all able students in grades 1-3.
- Targeted instruction for all primary students through a schoolwide UFLI Reading approach.
- Promote Buddy Reading classes, a schoolwide one to one reading program, and “Drop Everything and Read” (DEAR).
- Fund classroom libraries.
- Trialling “Morpheme Magic” or similar resource as segue from UFLI in primary into a solid intermediate word study program.
- Accessing SD5 District Literacy Teacher, Erin Jones, to work with staff in differentiating & remediation for our struggling readers.
- Complete our 3rd year of the intermediate writing assessment.
- Continue to provide class-wide and small-group sessions on digital support technologies (Ryan McKenzie– Speech to Text, Kurzweil reader).
- Provide release time for teachers to collaborate on their reading and writing programs.
- Develop a technology sharing program that enforces universal access to adaptive technology (i.e. Speech-to-Text).
- Share professional development opportunities specific to teaching writing.
- Provide small group writing workshops (SSTs, Teacher-Librarian, district supports) that target skills that students who are Emerging or Developing may need to improve their writing (i.e. penmanship, typing, constructing sentences/paragraphs, creating slideshows, presenting etc.).

EDUCATIONAL OUTCOME II: Educational staff will be supported in improving pedagogy in numeracy.

Rationale

Students have historically lagged in numeracy skills on Foundation skills exams.



Target

- I. To have greater than 65% of Students On Track or Extending in Numeracy on Foundation Skills Assessments by the 2024/2025 school year and greater than 70% by the 2025/2026 school year

Strategies

- Grade 6 teachers to participate in a common math assessment in conjunction with District Numeracy Teachers, Kathy Conlin.
 - Explore Mindful Math Resources.
 - Continue to fund online resources such as MathSeeds and Mathletics for interested classrooms. Collaborate in a professional learning community experience around best practices and new research in teaching numeracy skills.
 - Promote team collaboration activities in the pedagogy of teaching mathematics.
 - Improve numeracy skills in Grade 6 students from the beginning to the end of the year based on common assessment.
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