



Wood Elementary School Growth Plan 2023/2024



Principal – Darren Homan, Vice Principal – Jayne Chase

Land Statement

Wood Elementary School is situated on the ha-houlthees of the c̓šaaʔath and hupačasath Nations and we acknowledge that we work alongside all Nuu- chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The school strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language. It is part of our ongoing commitment to Truth and Reconciliation.



Our School Story



What are the unique, positive characteristics that we celebrate in our school/community?

Wood Elementary School provides a supportive and caring learning environment that strives to meet the academic, physical, and social/emotional needs of our students in a multicultural setting of diverse learners.

Wood School has a very dedicated and hard-working staff that work collaboratively on a regular basis to improve their practice. Our school works collaboratively with district literacy and numeracy resource teachers to help support positive teaching pedagogy and ultimately improve student achievement. At our recent open house parents and students were asked what they liked best about Wood School and an overwhelming number responded the friendly, welcoming, kind, and inclusive nature of our staff.

Our Learning Commons provides a variety of opportunities for students to learn and grow. It is used as a library, computer lab and workspace for students. Our teacher librarian works collaboratively with classroom teachers to provide the following opportunities for students: library skills/book exchange, research and computer skills, coding, makerspace, provides teacher resources for academic areas but also for social/emotional monthly traits, Indigenous, SOGI, and EASE for anxiety resources.

Our self-regulation room (The Den) is the hub of our school. The Den is used to foster a sense of belonging: soft start, re-sets, nutrition, emotional regulation support, and positive behaviour systems. It also provides opportunities to for students to be supported academically.

A dedicated parent group who volunteers on the school's PAC supports Wood Elementary School. The PAC organizes many fundraising opportunities throughout the year. They generously support learning opportunities for all students.



What are the important demographics of our school and community?

Wood Elementary School is a Kindergarten to grade 7 school with a current enrolment of 233 students. Our school is organized into 10 divisions, with most divisions including split grades. Of the 233 students 25 (10.7%) have ministry designations, and 99 (42.5%) have Indigenous ancestry.

Wood School staff consists of a Principal and Vice Principal, 11 classroom teachers, 7 Educational/Personal Assistants, part time counsellor, NEW worker, ELL teacher, part time speech and language pathologist, Indigenous Support Teacher, a full time Inclusion Support Teacher and a full-time secretary.

Wood School serves a diverse socio-economic community and is situated in central Alberni Valley. The location provides many amenities and opportunities for our students all within walking distance. (ice arena, swimming pool, public library, museum, ball fields as well as many wooded areas and trails).

Our School Goals

Goal 1: In alignment with the SD 70 Strategic Plan for student achievement we aim to improve numeracy skills for all students.

- Our objective is to increase percentage of students in proficient and extending grade level numeracy expectations for students K-7.

Key Strategies:

- Good Question sharing/collaborating in staff meetings
- Connect District Numeracy Assessment results with classroom planning
- District Resource Teachers help guide instructional change practices by modelling in the classroom as well as at staff meetings and professional development days.
- Hands on materials have been created so easily accessible for all staff and organized in a math manipulative resource center.
- School Planning Day – Carol Fullerton workshop attended by all staff
- Staff collaboration focused on numeracy planning.

Goal 2: In alignment with the SD 70 Strategic Plan for student achievement we aim to improve literacy skills for all students.

- Our objective is to increase percentage of students in proficient or extending grade level expectations in both reading and writing for students K-7.

Key Strategies:

- School purchase of Adrienne Gear's, Gear Pick literature pack
- Connect District Literacy Assessment results with classroom planning
- District Resource Teachers present/share/model literacy initiatives in the classroom as well as at staff meetings and professional development days.
- Extensive reading resource section in the library designed for easy teacher access.
- Strategic early intervention program for reading has been developed
- Focus of reading and writing strategy lessons in staff meeting

Goal 3: To provide a safe, welcoming and modern learning environment for all learners.

- Our objective is increase percentage of students, staff members and families who feel a sense of belonging at the school. We will strive to ensure our school is equipped with modern and accessible resources and technology.

Key Strategies:

- Spotted Owl Program – each staff member connects with a few students not in their class
- Establish positive behaviour support system
- Self-Regulation Room used to foster a sense of belonging: soft start, re-sets, nutrition, emotional regulation support, positive behaviour systems.
- Provide more extra-curricular opportunities for students
- Update computer lab in learning commons and purchase of more IPADS

Data/Evidence

(What data/evidence leads you to identify these school goals?)

Although we are pleased with how many of our children are progressing both academically and socially our data also indicates areas for further improvement. For this document, we will highlight areas we will target improvement.

Numeracy

Progress Report Data:

- 53% of our students were applying or extending as reflected in year-end progress reports.
- 47% of our Indigenous students were applying or extending as reflected in year-end progress reports.

District Assessment Data:

- 52% of our primary students were applying or extending on the Early Numeracy Assessment in the Spring of 2023.
- 34% of our intermediate students are applying or extending on the Island Numeracy Assessment in the Spring of 2023.

Foundation Skills Assessment Data:

- 73% of our grade four students were on track or extending on the 2022/23 FSA Numeracy Assessment.
- 64% of our grade four Indigenous students were on track or extending on the 2022/23 FSA Numeracy Assessment.
- 59% of our grade seven students were on track or extending on the 2022/23 FSA Numeracy Assessment.
- 39% of our grade seven Indigenous students were on track or extending on the 2022/23 FSA Numeracy Assessment.



Literacy

Progress Report Data:

- 48% of our students were applying or extending as reflected in year-end progress reports.
- 41% of our Indigenous students were applying or extending as reflected in year-end progress reports.

District Assessment Data:

- 49% of our primary students were applying or extending on their Reading Benchmark Assessment.
- 31% of our intermediate students were applying or extending on the Reading 4-7 Assessment.
- 39% of our students were applying or extending on our District Grade Wide Write Assessment.

Foundation Skill Assessment Data:

- 82% of our grade 4 students were on track or extending on the 2022/23 FSA Literacy Assessment
- 82% of our grade 4 Indigenous students were on track or extending on the 2022/23 FSA Literacy Assessment
- 69% of our grade 7 students were on track or extending on the 2022/23 FSA Literacy Assessment.
71% of our grade 7 Indigenous students were on track or extending on the 2022/23 FSA Literacy Assessment.



Social Emotional Learning

Middle Years Development Instrument 2021/22 (MDI):

Grade 4:

- 75% of grade 4 students responded there is an adult at my school that believes I will be a success.
- 100% of grade 4 students responded there are two or more important adults at school.
- 67% of grade 4 students responded when they are with other children their age, they feel they belong.

Grade 7:

- 65% of grade 7 students responded there is an adult at my school that believes I will be a success.
- 59% of grade 7 students responded there are two or more important adults at school.
- 43% of grade 7 students responded when they are with other children their age, they feel they belong.

Student Learning Survey:

Grade 4:

- 71% of grade 4 students said adults at the school treat them fairly many times or all the time.
- 71% of grade 4 students feel welcome at school many times or all the time
- 61% of grade 4 students feel school is a place they belong many times or all the time.

Grade 7:

- 88% of our grade 7 students said adults in the school treat them fairly many times or all the time
- 88% of our grade 7 students feel welcome at school many times or all the time.
- 82% of our grade 7 students feel school is a place they belong many times or all the time.



Our School Celebration Story

The Self-Regulation Room, aka the Den, is a unique space in our school. It is an ever-evolving space that had a very simple beginning but has grown into a crucial spot for children and adults. The room has become a bit of a hub for the school with students, teachers and education assistants coming and going for support, resources, and tools. The Den will see anywhere from 50-100 students a day coming and going.

A lot happens in a day at Wood School and students can experience a wide array of complex emotions, worry, anger, frustration, joy, excitement, and grief are just a few. The Den is the place that they can come to for a reset if they are finding it difficult to cope with emotions. It can also be a place that they come to if they are feeling a need to wake up their brain and body so that they are alert enough to learn. For students it is also a space to come to where they can get academic support, nutrition support, celebrate their learning, have “choice time” and some students simply come when they need a bit of a boost.

For the adults that work at Wood School it is a place where resources are easily accessed. Ms. Pley, our inclusion support teacher, is the consistent leader in the Den but other support teachers can often be found working there as well. All supports for our designated students are run out of the Den, such as our bin/folder system, technology support, adapted materials, and visual supports.

We are very proud of the Den and how it serves our school to help put our students in the best possible position to learn while teaching them regulation strategies that they can use throughout their life.

We also celebrate the remarkable collaborative effort between Brenda West's Wood School's Kindergarten class and Rachel Reynold's Grade 12 First People English class.

Through their dedicated partnership, these two diverse groups of students embarked on a captivating indigenous storytelling unit that bridged generational gaps and fostered a profound sense of community. With unwavering enthusiasm, the students poured their creativity and imagination into crafting exceptional storybooks that showcased their literary talents and beautifully reflected the rich cultural tapestry of their backgrounds. The culmination of their hard work was proudly displayed at Spring Fest, where these young storytellers eagerly shared their narratives with peers, teachers, and families. This collaborative journey exemplifies the power of intergenerational and interdisciplinary learning, proving that when different voices, cultures, and age groups unite, the results are nothing short of inspiring.



Always learning -Apprendre, toujours -takaas?aaq̓lin huuhtak̓i̓h