



Wood Elementary School Growth Plan 2024/2025



Principal – Darren Homan, Vice Principal – Julie Dawson

Land Statement

Wood Elementary School is situated on the ha-hahuuti of the c̓išaaʔat̓h 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 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.

Wood Elementary School is a place where academic excellence, creativity, and community come together to support the growth and development of every student. With a focus on collaborative teaching, comprehensive support systems and strong parent involvement, we strive to provide meaningful and enriching educational experience.



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 235 students. Our school is organized into 10 divisions, with most divisions including split grades. Of the 235 students 33 (14%) have ministry designations, and 97 (41.2%) have Indigenous ancestry.

Wood School staff consists of a Principal and Vice Principal, 11 classroom teachers, 8 Educational/Personal Assistants, part time counsellor, ISW 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:

- Connect District Numeracy Assessment results with classroom planning
- Assess current numeracy data to examine achievement and set specific, realistic goals that are relevant to align with overall objectives of the District.
- Focused conversations with administrators and teaching staff regarding class numeracy plans.
- 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 and are easily accessible for all staff and organized in a math manipulative resource center.
- Structure learning support teams to target specific learning goals with students in need of support and study groups.
- Targeted intervention/support for our intermediate students.

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:

- Connect District Literacy Assessment results with classroom planning
- Focused conversations between administrators and teaching staff regarding class literacy plans.
- 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
- To foster a love for reading as measured by participation records in reading clubs, library visits and book fairs
- After school literacy tutorials offered by school teaching staff
- Increase parental involvement in literacy through work with the District Early Learning Team, information and education to parents about the benefits of reading with children, and access to free books.
- Encouragement and discussion of literacy integration across curriculum

Goal 3: In alignment with SD 70 Strategic Plan for Indigenous learner success and relationships with First Nations and Metis, we aim to ensure culturally relevant and welcoming environments for students and staff of Indigenous ancestry.

- Our objective is to enhance Indigenous student engagement leading to improved student attendance and achievement in all curricular areas.

Key Strategies:

- Implement Monday morning group circle meeting to sing Na-shuk-ah-clin song
- Continue to use First Peoples Principles of Learning in every classroom.
- Coordinate Elders in residency program with ISW
- Look for opportunities to provide meals to families including a feast for National Indigenous Peoples' Day

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:

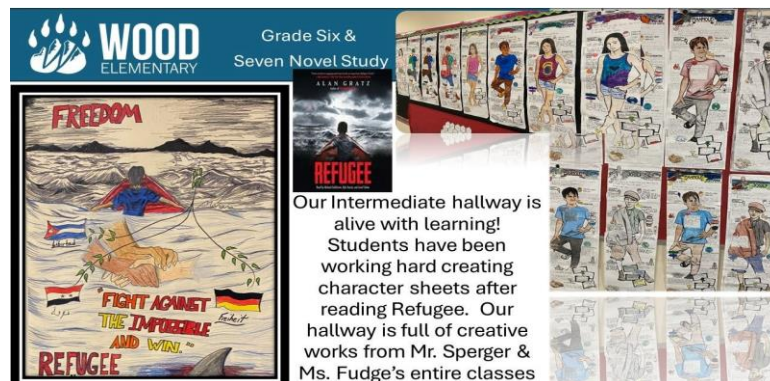
- 38% of our students were proficient or extending as reflected in year-end progress reports.
- 33% of our Indigenous students were proficient or extending as reflected in year-end progress reports.

District Assessment Data:

- 39% of our primary students were proficient or extending on the Early Numeracy Assessment in the Spring of 2024.
- 25% of our intermediate students are proficient or extending on the Island Numeracy Assessment in the Spring of 2024.

Foundation Skills Assessment Data:

- 28% of our grade four students were on track or extending on the 2023/24 FSA Numeracy Assessment.
- 20% of our grade four Indigenous students were on track or extending on the 2023/24 FSA Numeracy Assessment.
- 42% of our grade seven students were on track or extending on the 2023/24 FSA Numeracy Assessment.
- 45% of our grade seven Indigenous students were on track or extending on the 2023/24 FSA Numeracy Assessment.



Literacy

Progress Report Data:

- 35% of our students were proficient or extending as reflected in year-end progress reports.
- 29% of our Indigenous students were proficient or extending as reflected in year-end progress reports.

District Assessment Data:

- 44% of our primary students were proficient or extending on their Reading Benchmark Assessment.
- 23% of our intermediate students were applying or extending on the Reading 4-7 Assessment.
- 35% of our students were applying or extending on our District Grade Wide Write Assessment.

Foundation Skill Assessment Data:

- 50% of our grade 4 students were on track or extending on the 2023/24 FSA Literacy Assessment
- 33% of our grade 4 Indigenous students were on track or extending on the 2023/24 FSA Literacy Assessment
- 45% of our grade 7 students were on track or extending on the 2023/24 FSA Literacy Assessment.
40% of our grade 7 Indigenous students were on track or extending on the 2023/24 FSA Literacy Assessment.



Social Emotional Learning

Middle Years Development Instrument 2023/24 (MDI):

Grade 4:

- 76% of grade 4 students responded there is an adult at my school that believes I will be a success.
- 86% of grade 4 students responded there are two or more important adults at school.
- 62% of grade 4 students responded when they are with other children their age, they feel they belong.

Grade 7:

- 50% of grade 7 students responded there is an adult at my school that believes I will be a success.
- 58% of grade 7 students responded there are two or more important adults at school.
- 62% of grade 7 students responded when they are with other children their age, they feel they belong.

Student Learning Survey 2023/24

Grade 4:

- 62% of grade 4 students said adults at the school treat them fairly many times or all the time.
- 80% of grade 4 students feel welcome at school many times or all the time
- 64% of grade 4 students feel school is a place they belong many times or all the time.

Grade 7:

- 55% of our grade 7 students said adults in the school treat them fairly many times or all the time
- 50% of our grade 7 students feel welcome at school many times or all the time.
- 26% of our grade 7 students feel school is a place they belong many times or all the time.



Our School Celebration Story

Self-Regulation Room – The Den

The Self-Regulation Room, aka the Den, continues to be 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 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, including worry, anger, frustration, joy, excitement, and grief. The Den is the place that they can come to for a reset if they are finding it difficult to cope with emotions. It is also a space where students can wake up their brain and body to become 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 often work 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 proud of the Den’s evolution and its impact both on learning and emotional well-being, positioning our students for success while teaching them essential regulation strategies for life.

Wood School Logo

This past year, Wood School embarked on the exciting process of designing a new school logo, which is proudly displayed below. Our community is thrilled with the final product, which represents the local mountains and wildlife, symbolizing the natural beauty of our region. The creation of the logo was a true collaborative effort, with input from students, staff and the wider school community. We are especially grateful for the contributions from our local Indigenous community. School staff worked closely with Indigenous elders, as well as both the elected and hereditary chiefs of the Hupacasath and Tseshaht First Nations, to ensure that the logo respects the traditional lands on which Wood School stands. Their guidance was invaluable in shaping the final design, and we are honored to have their approval of this important symbol of our school.

