

Elementary School Plan for Student Success



Dormick Park
Elementary School

Team Members: Mrs. Lisa Lainchbury, principal. All teaching and support staff. Parent representatives: Elissa Toews, Sian Kirton, Nicole Giesbrecht, Tiffany Zarecki.

School Context

<http://dormickpark.sd34.bc.ca>

<http://discoveryourschool.gov.bc.ca/content/dormick-park-elementary>

Inquiry Question

How can we improve our students reading comprehension skills in a K-5 classroom?

Smart Goal: By May 2018, 100% of our students will be Fully Meeting or Exceeding Expectations in Reading.

Last year Spring 2016 data shows:

Reading:

- 20% NYM
- 20% MM
- 44% FM
- 16% EE

60% Fully Meeting or Exceeding Expectations in Reading

Rationale

Our 2016 – 2017 Term 3 school data shows: (in process)

Grade 3 Imperative: To have every child meeting or exceeding expectations in Reading by the end of Grade 3.

| | Strategies | Leadership/Teamwork Responsibilities | Professional Learning and Resources |
|--|---|--|--|
| <p>Tier One Strategies: <i>All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.</i></p> | <ul style="list-style-type: none"> - K-3 RTI with LSS and ELL support - Star - Accelerated Reader - RAD - Literacy Centres - Lit Circles - Daily 5 - Guided Reading - classroom read-alouds - reader's theatre - SLR - home reading - Epic Books - sight words - buddy reading - Audio (Recorded) Books with equipment (headphones) - PM Benchmark - Library/Learning Commons - Inquiry for intermediates - ELL co-teaching | <p>Admin:</p> <ul style="list-style-type: none"> - providing time for collaboration - getting grants - providing access to professional development opportunities - -providing resources - training for staff - upgraded PM books (levelled for each classroom) - classroom Benchmark books/tools - order classroom PM books <p>Staff:</p> <ul style="list-style-type: none"> - scheduling RTI (with admin support) - assess all student (PM, STAR, AR, RAD) - Guided Reading groups - RTI assessments to determine groups - Maximizing use of collaboration time | <ul style="list-style-type: none"> - Janet Mort Summit and resources: - Putting on the Blitz - Joyful Interventions - CR4YR – continual inquiry and Professional Development - Changing Results for Young Readers - Daily 5 workshop - Joyful Literacy - PM Benchmark workshops - Redbird - Co-Teaching workshop (wish to go) - PBL workshop through Abby Christian (wish to go) - comprehension toolkit |

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|---|---|--|---|
| <p>Tier Two: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress</p> | <ul style="list-style-type: none"> - Extra reading groups support - ELL pullout - in class support - Bakerview readers - PAWS - Abby Christian readers - RTI | <ul style="list-style-type: none"> - As above | <ul style="list-style-type: none"> - Cornerstone workshops (SLP resources, differentiated instruction) - RTI conference - SMILES program (wish to learn) - Story Champs (reading program) |
| <p>Tier Three: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.</p> | <ul style="list-style-type: none"> - L and A Centre - one on one reading support (ELL and LSS) - SLP support - ELL pull-out - School Based Team - further testing (Kari and Joanna) | <ul style="list-style-type: none"> - As above | <ul style="list-style-type: none"> - SMILES - Story Champ - Changing Results for Young Readers |

| Progress and Impact (How do you know?) |
|---|
| <p>Reading Assessments:</p> <ol style="list-style-type: none"> 1. RAD 2. Vernon 3. STAR 4. Circle Charts 5. Reading Performance Standards 6. PM Benchmarks <p>Many teachers implementing Daily 5 in classes Students better able to know own goals and work toward them</p> |

Connections to the Aboriginal Enhancement Agreement.

1. Reading Success for each child
2. Cultural Awareness and pride
3. Increased sense of belonging

1. Reading

- Continue support by Aboriginal Cultural Support Worker, facilitate buddy reading, small reading groups, one-on-one support
- Tracking student achievement of Aboriginal students
- Include oral language for communication, and district helping teachers and EA's to support learning

2. Pride

- Tracking student participation in regular school events – 'One mind, one heart'. – Positivity and patience in working in a school community to contribute to a positive and loving environment.
- Special Aboriginal events used to promote a sense of pride, while focusing on school values

3. Belonging

- Student participation in leadership – ie; assembly welcome
- Regular information ie; articles, blogs, presentations sent to staff
- Positive friendships with other students, peer support.
- Work with students as above to increase attendance
- Self-regulation and PBS professional development at staff meetings to increase student engagement.

LSS and ELL teachers better able to support strategically
Improved self-reflection in staff and students.

Connections to the Elementary Operational Plan

1. Early Learning
2. Grade Three reading imperative
3. Student Social and Emotional Learning

1. Early Learning
 - Second Step, Strong Start, Preschool aged information sessions
 - Regular information ie; articles, blogs, presentations sent to staff
 - Looking at data to guide decisions – rubrics, report data, behavior forms
 - Provide opportunities for student leadership – leadership committee, school events, buddy classes, connecting with Strong Start
 - Creating a schedule that supports collaboration and intervention for struggling learners
2. Grade Three reading imperative
 - Looking at data to guide decisions – rubrics, report data, Cognos and reporting data
 - Regular communication to parents.
3. Student Social and Emotional Learning
 - Self-regulation and PBS professional development at staff meetings
 - Early intervention and connecting parents to the school community by hosting information evenings: The Dolphin Way, Calm, Alert and Ready to Learn, Self-Regulation
 - Classroom environment that promotes self-regulation – flexible learning spaces

Revised Curriculum

1. Core Competencies
2. Assessment and reporting
3. Inquiry based learning and integrated technology

1. Core Competencies

- Make connections between reading curriculum and core competencies.
- Metacognition – students self-assess their reading, and skills used to learn

2. Assessment and Reporting

- Discussion and professional development regarding best practice in reading assessments at each grade level.
- Reporting that reflects best practice teaching ie; PM Benchmark reporting that includes Fluency, Accuracy, and Comprehension as well as the Snapshot assessment.

3. Inquiry

- Student driven instruction through Daily 5
- Variety of Apps and technology tools bring literature into the classroom.



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE