

School Plan 2023-24

Kindergarten - Grade 1

Elementary School Plan for Student Success

	<p>Team Members Ravi Braich, Kim Macdonald, Leoni Kuijnhoven, Kal Chauhan, Harleen Dhaliwal, Lisa Kantas, Jennifer Manchanda, Leanne Kropp, Shae Boon, Dimple Brar, Rachel Lack.</p>
<p>School Context</p>	<ul style="list-style-type: none"> • Dormick Park School: https://dormickpark.abbyschools.ca/ • ELL Students • Students with little/no literacy background
<p>Inquiry Question</p>	<ul style="list-style-type: none"> • How can we use phonological awareness strategies to build literacy skills?
<p>Rationale (Why are we doing this?) (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.</p>	<ul style="list-style-type: none"> • To begin to understand what reading entails • To encourage a love of reading • To foster independent thinking

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Phonological Awareness	Class teacher, support teacher	<ol style="list-style-type: none"> 1. McCracken 2. Haggerty 3. Elkonin boxes
Sight words	Class teacher, support teacher	<ol style="list-style-type: none"> 1. PM words 2. Spelling lists 3. Home reading

Progress and Impact (How do you know?)

Formal assessment

- Retelling assessment (TBA)
- PM testing
- Abbotsford K assessment
- Marie Clay assessment (5 times a year)
- McCracken K+1 checklist (3 times a year)

Informal assessment

- Observational assessments



Student
Success



Optimized
Resources



Engaging
Opportunities



Progressive
Workforce

Making Connections: Explain how your school goal aligns with the Indigenous Enhancement Agreement in the following; Mastery of Literacy and Numeracy, Deeper Learning Experiences in Core & Curricular Competencies, Student & Staff well-being.

<p>Connections to the Indigenous Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Student success 2. Cultural Identity 3. Equity and Access for Indigenous Students 	<ul style="list-style-type: none"> • Play-based learning • Story workshop • Whole group learning • Inclusive • Indigenous PM books (Seven Teachings)
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Mastery of Literacy & Numeracy 2. Deeper Learning Experiences in Core and Curricular Competencies 3. Student and Staff Well-being. 	<ol style="list-style-type: none"> 1. Phonemic awareness improves literacy skills 2. Cooperative learning experiences
<p>District Priorities</p> <ol style="list-style-type: none"> 1. Equitable access to learning opportunities and outcomes. 2. Student Assessment and Reporting 3. Purposeful learning partnerships with families. 	<ul style="list-style-type: none"> • Report cards (formal/informal reporting) • Home Reading/PM sight word programs • Resources sent home to reinforce skills

Grade 2 - Grade 3

Elementary School Plan for Student Success

	<p>Team Members Shannon Francis, Chloe Hogan, Cale Stange, Shawna Cameron, Nicole Senft, Britt Fraser, Leanne Kropp, Leanne Young, Shae Boone, Jennifer Manchanda, Andrea Hoewing, Dimple Brar, Rachel Lack.</p>
<p>School Context</p>	<p>Dormick Park Elementary School</p> <p>K-5 inner city school in Abbotsford, British Columbia.</p> <p>Website: https://dormickpark.abbschools.ca/</p> <p>ELL Students</p> <p>Students with little/no literacy background</p>
<p>Inquiry Question</p>	<p>How can we use specific phonic lessons and instructions to develop spelling skills?</p>
<p>Rationale (Why are we doing this?) (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.</p>	<p>Writing:</p> <ul style="list-style-type: none"> - To help students develop strategies to spell and decode words - To help students become confident when spelling unknown words - To increase the number of words students can spell correctly in their journals

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Word Work	Classroom Teacher LLC	<ol style="list-style-type: none"> 1. Heart Words 2. Sounding Out the Sight Words 3. Explicit teaching of spelling strategies 4. Spelling Program (Teacher chosen) 5. Word Wall/Sound Wall 6. Word Games
Oral Language Development	Classroom Teacher EA LSS , ELL LLC	<ol style="list-style-type: none"> 1. UFLI 2. Haggerty 3. Oral Language Games
Small Group Instruction	Classroom Teacher EA ELL LSS	<ol style="list-style-type: none"> 1. Daily 5 / Reading Groups 2. ELL/LSS Support during Reading 3. Literacy bins 4. Student support during SR
Journal Writing (2-3 times a week)	Classroom Teacher EA ELL LSS	<ol style="list-style-type: none"> 1. Provided journal topic/themes 2. Sentence starters 3. Finish the Story

Progress and Impact (How do you know?)

Formal Assessment

- PM Testing
- DIBBLES (Dynamic Indicators of Early Literacy Skills)
- Words Their Way (Spelling inventory 3 times a year)
- Journal

Informal Assessment

- Observational Assessment
- Questions during class time



Student
Success



Optimized
Resources



Engaging
Opportunities



Progressive
Workforce

Making Connections: Explain how your school goal aligns with the Indigenous Enhancement Agreement in the following: Mastery of Literacy and Numeracy, Deeper Learning Experiences in Core & Curricular Competencies, Student & Staff well-being.

Connections to the Indigenous Enhancement Agreement

1. Student success
2. Cultural Identity
3. Equity and Access for Indigenous Students

Story Workshop/Story Champs (connecting oral storytelling to written expression)

Building up Indigenous Guided Reading Sets

Indigenous Guest Speakers - Indigenous Support Worker/ District

<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Mastery of Literacy & Numeracy 2. Deeper Learning Experiences in Core and Curricular Competencies 	<ol style="list-style-type: none"> 1. Exploring literacy in different ways on a school level – buddy reading, story initiatives, literacy activities with buddies 2. Combining words with movement in Physical Education 3. Spelling Games (Boggle, Banana grams, kids scrabble)
<p>District Priorities</p> <ol style="list-style-type: none"> 1. Equitable access to learning opportunities and outcomes. 2. Student Assessment and Reporting 3. Purposeful learning partnerships with families. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Report Cards – (formal/ Informal) 2. Grade Three Write 3. Words Their Way- Spelling Inventory (3 times a year around each reporting period) <p><u>Partners with Families</u></p> <ol style="list-style-type: none"> 1. Resources sent home to reinforce skills 2. Come Read With Me (Invite Parents 1-2 times a month for first 20 minutes)

Grade 4 - Grade 5

Elementary School Plan for Student Success

	<p>Team Members Michelle Illes, Shane Hipwell, Jennifer Mann, Nicole Zabel, Britt Fraser, Andrea Hoeving, Leanne Young, Leanne Kropp, Shae Boone, Jennifer Manchanda, Dimple Brar, Chelsea Scott, Rachel Lack</p>
<p>School Context</p>	<p>High percentage of students struggling with reading at the intermediate level, particularly in the areas of fluency and retell. Low socio-economic and high ELL population.</p>
<p>Inquiry Question</p>	<p>How can we increase fluency at the intermediate level with such a high ration of students at the emerging level?</p>
<p>Rationale (Why are we doing this?) (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.</p>	<p>There are so many students several years behind and they are preparing for middle school where there isn't the same kind of literacy instruction and intervention.</p> <p>Based on normed literacy assessment results:</p> <ul style="list-style-type: none"> 50% of grade four and five students started the school year well below grade level expectations in fluency. 19% of grade four and five students started the school year below grade level expectations in fluency. 31% of grade four and five students started the school year meeting or exceeding grade level expectations in fluency.

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Daily 5	Classroom Teacher EAs Possibly ELL & LSS Possibly ISW YCW	DIBELS assessment (LSS facilitating) PM benchmarks (classroom based) Guides grouping and focus of small groups Gauges growth
Guided Reading	Classroom Teacher EAs Possibly ELL & LSS Possibly ISW YCW	Adrienne Gear's literature Stephanie Harvey's literature Heggerty's daily phonics instruction
Literature Circles	Classroom Teacher ISW LSS/ELL EA YCW	Diversification in the Classroom – in service through the district Reading Link Challenge Stephanie Harvey's literature
Project-based Learning (ex. Wax museum, research projects, etc.)	Classroom Teacher EAs ELL LSS ISW YCW	Stephanie Harvey's literature
Progress and Impact (How do you know?)		
DIBELS assessment (Sept, Jan, May) Projects produced (research project sharing, wax museum performance) Participating in the Reading Link Challenge		



Student
Success



Optimized
Resources



Engaging
Opportunities



Progressive
Workforce

Making Connections: Explain how your school goal aligns with the Indigenous Enhancement Agreement in the following; Mastery of Literacy and Numeracy, Deeper Learning Experiences in Core & Curricular Competencies, Student & Staff well-being.

<p>Connections to the Indigenous Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Student success 2. Cultural Identity 3. Equity and Access for Indigenous Students 	<p>Everyone has the right to read.</p> <p>Having the ISW as a critical part of this process.</p> <p>Including Indigenous literature regularly.</p> <p>Learning takes patience and time, relationship is also key.</p>
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Mastery of Literacy & Numeracy 2. Deeper Learning Experiences in Core and Curricular Competencies 3. Student and Staff Well-being. 	<p>Promoting literacy for all intermediate students.</p> <p>Focusing on functional literacy for all students heading to middle school.</p>
<p>District Priorities</p> <ol style="list-style-type: none"> 1. Equitable access to learning opportunities and outcomes. 2. Student Assessment and Reporting 3. Purposeful learning partnerships with families. 	<p>The grade three literacy goal (all students reading by the end of grade three) matches with the goal of improving fluency through experience and relationship.</p> <p>Early literacy intervention plays a key role in strengthening literacy outcomes. It would be extremely beneficial if the Early Literacy Support Teacher role was extended to include all elementary grades under their umbrella.</p>