

Elementary School Plan for Student Success



Ecole Margaret Stenersen School Plan 2017 2018	Team Members All teachers, all support staff, admin, parents
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School Context	<u>See website :</u> stenersen.abbyschools.ca
Inquiry Question	Will adopting a school wide focus and approach using high impact reading strategies, while addressing the social emotional needs of our students, increase the number of students who are fully meeting in reading at an earlier age over time?
Rationale (Why are we doing this?) (Please refer to school data)	<p>In 2015 PM Reading scores:</p> <ul style="list-style-type: none"> • Grade one 53%, one FI 65% • Grade two 77% two FI 79% • Grade three 88% three FI 89% • FSA reading scores 94.9 % however this number includes students who are minimally meeting. <p>Staff has focused on writing for the past three years and are eager to shift to reading. There is a strong connection between reading and writing and focusing on reading will positively impact our student’s writing scores.</p>

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Daily 5 to promote and; word attack, comprehension, accuracy, fluency, and expression	Kindergarten and primary staff	Funding to Continued training of staff and promotion of daily five and café strategies Joyful Literature as a guide/model
CR4YR specifically through case study and intentional small group instruction	Stephanie Beacon, Raelynne Schultz, Janet Beattie	Funds from BC Ed Plan

Visuals in all classrooms to scaffold the learning of short vowels to target students with learning differences	All classroom teachers , Lss teachers, and support staff	LSS staff to prepare visual template and train staff at a staff mtg
Host PALS (parents at literacy support) to Increase home school connection for K parents	K teachers	Funds as needed to implement and promote
Building classroom libraries, include students in the selection of books	Classroom teachers	\$400 from the learning grant for each English division, FI staff have federal funds
Increase FN collections for library	Vice principal and cultural support worker	\$1700 school funds
Implement school wide strategies to build social emotional foundation: 3 steps to calm	All staff	Funds for fidget toys and sensory resources and wiggle seats
Special school days to promote student engagement and motivation for reading Year one suggestions: Bring in a VIP (mayor) to read to the class School Wide Day	All staff and parents	
Sound and letter recognition for K's: letter a day (implement rounds structure) Dolche words primary	All K staff All primary staff	
FI K,1,2 explicit phonemic awareness taught in English	Sylvie Ingram, parent helpers	

<p>Intermediates Develop explicit teaching approach of guided reading for intermediate classes</p>	<p>Helping teachers from curriculum, all intermediate teachers and support staff</p>	
<p>Explore new assessment tool for our intermediate students to gather information to inform our practice Request Curriculum helping teachers co implement Vernon with classroom teachers Collaborative marking in grade group teams</p>	<p>Helping teachers from curriculum and ELL, all intermediate teachers and support staff</p>	<p>Money to purchase Vernon assessment tools. Funds for release time for collaborative marking</p>

Progress and Impact (How do you know?)

- PM's in June looking at accuracy comprehension and fluency.
- Vernon : students' ability to make predictions, find main ideas and details, make inferences, understand vocabulary, and self monitor.
- FSA's grade 4
- Phonemic aware ness assessment for grades 1 and 2 FI
- Circle charts as evidence of individual assessment for k students with individual conference (alpha names&sounds and sight words) teacher student conference.

Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

Connections to the Aboriginal Enhancement Agreement

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

Use district resources to focus on local FN perspectives; focus on oral storytelling to draw connections to what we are learning in class

Addition of \$1700 FN books to our library collection

A culture support worker meets with Aboriginal students from one on one support in class or out of class, small groups or full class presentations. Strategies of Aboriginal education: connects to the Pillars of Reading

- 1) Sharing Circles (class presentation), Storytelling (oral and read aloud to whole class) Sto:lo Seasons (class presentations)
 - a) Oral language & vocabulary
 - b) Building and assessing background knowledge
 - c) Repertoire of strategies
 - d) Building and assessing background knowledge
- 2) Guided Reading one on one or in small groups
 - a) Accurate, fluent reading
 - b) Oral language & strategies

<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none">1. Early Learning2. Grade Three reading imperative	<p>Focus on early intervention for success prior to grade 3. Increase confidence, enjoyment, in their own reading and comprehension abilities and skills Continue to focus on building a foundation in social emotional learning key to their learning. Continue training of staff and promotion of daily five and café strategies to develop a common district literacy standard.</p>
<p>Revised Curriculum</p> <ol style="list-style-type: none">1. Core competencies2. Assessment and reporting3. Inquiry based learning and integrated technology	<p>Vernon assessment promotes students' ability to self-assess their reading skills. Home reading program keeps parents involved and informed. Continue to encourage the implementation of Fresh Grade</p>