


Elementary School Plan for Student Success

	<p>Team Members KINDERGARTEN TEACHERS: Tara Salter, Anna Bamford, Julie Nabata, Kelsi Hodgkinson-Pritchard, Maria Triguero, Sara Bucovaz , and Rebecca Schmunk</p>
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<p>School Context</p>	<p>http://clearbrook.sd34.bc.ca/ http://www.discoveryourschool.gov.bc.ca/</p>
<p>Inquiry Question</p>	<p>How can playing with language build the students’ foundational concepts of print, oral and visual texts?</p>
<p>Rationale (Why are we doing this?) (Please refer to school data)</p>	<ul style="list-style-type: none"> - Teachers realize the need for daily oral language opportunities and modeling in order for students to increase their comprehension skills. - To increase letter sound knowledge. - To increase sight word knowledge.

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Assess letter/sound relationship each term	All kindergarten teachers	
Provide oral language opportunities throughout each day and enrich this with life/outdoor experiences.		
Explicitly teach and model each of the 5Ws while reading – When, why, where, who and what.		
Teach students how to ask and answer questions using the Talking Tables program and during oral language activities.		
Meet with grade group partners in the upcoming school year to discuss the effectiveness of these strategies.	Platooning and Blitzing possibilities	<ul style="list-style-type: none"> - Develop common formative and summative assessments
Begin literacy centers with students.	Platooning and Blitzing possibilities	<ul style="list-style-type: none"> - manipulatives, books, iPads etc.

<p>Progress and Impact (How do you know?)</p> <ul style="list-style-type: none"> - Develop an assessment for oral language (Talking Tables, sharing circles, etc.). - Seeing growth through the terms. - Provide tier 2 intervention for students who are having difficulty.
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Team Members
 GRADE 1 TEACHERS:
 Jacquie Froese, Karen Wong, Maria Triguero, Anna Bamford, and Rebecca Schmunk

School Context	http://clearbrook.sd34.bc.ca/ http://www.discoveryourschool.gov.bc.ca/
Inquiry Question	Will explicit instruction of phonemic awareness improve reading?
Rationale (Why are we doing this?) (Please refer to school data)	<ul style="list-style-type: none"> - Students are lacking phonemic awareness skills. - Due to the lack of these skills, they are unable to decode, read fluently and demonstrate comprehension of a text.

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Provide small group instruction during Daily Five	Grade 1 teachers, ELL, LSS	<ul style="list-style-type: none"> - Heggerty Phonemic Awareness Curriculum - Words Their Way - Scholastic Phonemic Awareness
Literacy Centers	Grade 1 teachers	
Guided Reading	LSS, ELL	<ul style="list-style-type: none"> - Purchase levelled guided reading books
Shared Reading (Poetry)	Grade 1 teachers	<ul style="list-style-type: none"> - Develop common formative and summative assessments

Progress and Impact (How do you know?)

- Use PM Benchmarks (September, November, March and June).
- Haggerty Phonemic Awareness Curriculum – assessment.
- Observation during small group activities.
- Provide Tier 2 Intervention for students who are having difficulty.



<p>Team Members GRADE 2 TEACHERS: Jennifer Cook, Megan Antak, Jacque Froese, Karen Wong, and Caitlin Humber</p>

School Context	http://clearbrook.sd34.bc.ca/ http://www.discoveryourschool.gov.bc.ca/
Inquiry Question	How do we help students to thoughtfully engage in text and feel a personal sense of appreciation towards reading so that their reading skills improve? We wonder if students who LOVE to read do better overall academically?
Rationale (Why are we doing this?) (Please refer to school data)	<ul style="list-style-type: none"> - Teachers are concerned that students are reading because they have to; we would like to encourage reading for enjoyment. - An increase in the love of reading would also support success in Writing.

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Provide more oral language experiences for students.	All grade two teachers (English and French)	
Use mystery reader, and motivational reading experiences (eg. School-wide reading sheets month to month) for fall and winter		
Explicit teaching of various genres and author studies.		- Purchase classroom library books
Focus on metacognitive reading strategies - Making connections, visualizing, questioning		- Purchase more non-fiction class books - Purchase levelled guided reading books
Meet with grade group partners in upcoming year to discuss the effectiveness of these strategies		- Develop common formative and summative assessments
Vocabulary building activities (eg. Blitz)		
Progress and Impact (How do you know?)		
<ul style="list-style-type: none"> - Develop a Reading attitudinal survey for students and parents (September and June). - Use PM Benchmark assessment throughout the year (September, March and June). Is there a correlation between attitude and an increase in PM assessment? - Observations of reading (do we see an increase in their love of literature?). - Provide Tier 2 Intervention for students who are having difficulty (French and English). 		



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Team Members

GRADE 3/4 TEACHERS:

Jennifer Cook, Courtney Krause, Shelley Laspa, Karen Wong, Dayle Thiessen, Elise St-Martin, Tina Kirkham, Renee Hegberg, and Justine Kelso

School Context	http://clearbrook.sd34.bc.ca/ http://www.discoveryourschool.gov.bc.ca/
Inquiry Question	How can we increase reading comprehension? How can we increase students' love of reading?
Rationale (Why are we doing this?) (Please refer to school data)	<ul style="list-style-type: none"> - To increase metacognition of reading strategies - To increase comprehension

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Updating and increasing stock in classroom libraries	All grade 3/4 teachers	- Purchase levelled guided reading books
EPIC/Razz Kids school membership		- Redirect funds in order to purchase (\$2000 US for 20 classrooms)
Accountability with reading <ul style="list-style-type: none"> ✓ CAFÉ Bookmarks ✓ Annotating ✓ Prove it notes 		- CAFÉ Membership
Parent Pipeline Letters re: CAFÉ Strategies, sent home regularly		- CAFÉ Membership
Annotating non-fiction text features, research skills		- Wiki Wand, Epic and other sites

Progress and Impact (How do you know?)

- Use PM Benchmark assessment throughout the year (September, March and June).
- Comprehension and home reading will improve.
- Children will express more excitement about reading.
- Provide Tier 2 Intervention for students who are having difficulty.



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GRADE 5 TEACHERS:

Renee Hegberg, Justine Kelso, Katja Rossi, Gabrielle Wiebe and Warren Thiessen

School Context	http://clearbrook.sd34.bc.ca/ http://www.discoveryourschool.gov.bc.ca/
Inquiry Question	How can we improve comprehension in fiction and non-fiction reading? If we use Adrienne Gear for direct teaching, will students be more competent in their reading strategies?
Rationale (Why are we doing this?) (Please refer to school data)	<ul style="list-style-type: none"> - We hope to increase the percentage of students who are fully meeting or above in reading as measured by PM or Vernon results.

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Use small group instruction to meet the various needs of students during Daily Five.	All grade 5 teachers, LSS	- Adrienne Gear's Non-Fiction workshop
Use Adrienne Gear reading strategies, both fiction and non-fiction.	ELL and LSS push-in support	- Variety of non-fiction texts
Use a home reading program that keeps parents accountable.	Grade 5 teachers	- Variety of fiction and non-fiction texts
Progress and Impact (How do you know?)		
<ul style="list-style-type: none"> - Assess students using the Vernon Assessment and or PM Benchmarks. - Collaboration time with Grade 5 teachers and ELL/LSS to check on progress. - Provide Tier 2 intervention (continue with "push in"). 		



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE

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.

<p>Connections to the Aboriginal Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Reading Success for each child 2. Cultural Awareness and pride 3. Increased sense of belonging 	<ul style="list-style-type: none"> - Continue extra reading support for our Aboriginal students - Continue to purchase Aboriginal resources that support literacy development, cultural awareness and a sense of belonging - Integrate Aboriginal content throughout multiple subjects - Provide outdoor learning experiences that are connected to place and Aboriginal ways of knowing - Begin assemblies acknowledging ancestral territory - Begin to use The Six Cedar Trees program to support work with the Core Competencies through First Nations storytelling
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Early Learning 2. Grade Three reading imperative 3. Student Social and Emotional Learning. 	<ul style="list-style-type: none"> - Include StrongStart and Preschool in school wide activities and assemblies - Incorporate Daily Five/Café into all classrooms - Purchase levelled Guided reading books - Continue to purchase resources/texts that encourage emotional awareness - Continue to teach the Zones of Regulation (school wide focus)
<p>Revised Curriculum</p> <ol style="list-style-type: none"> 1. Core competencies 2. Assessment and reporting 3. Inquiry based learning and integrated technology 	<ul style="list-style-type: none"> - Use different perspectives in texts to encourage critical thinking - Use a variety of cultural texts to enhance positive personal and cultural identity - Students can present and assess their learning in a variety of ways - Encourage the use of a Wonder Wall for students to ask and explore questions - Learn through “Maker Space” in the Library Learning Commons - Begin to use The Six Cedar Trees program to support work with the Core Competencies