







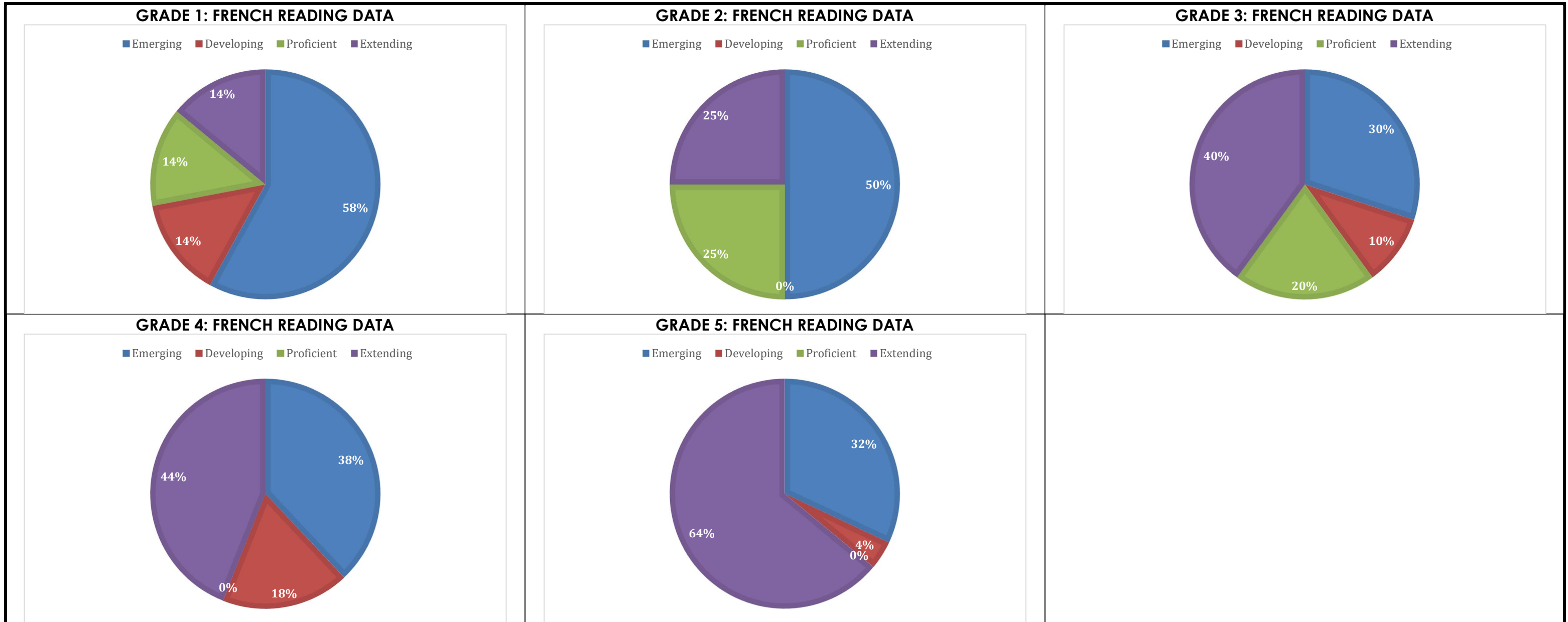
École Clearbrook Elementary School Plan for Student Success

 <p>GRADE: TEAM MEMBERS:</p>	<p>KINDERGARTEN Anna Bamford, Julie Nabata, Tara Salter, Natasha Reimer, Lisa Grabinsky</p>	<p>GRADE 1 Jacquie Froese, Sara Bucovaz, Rebecca Schmunk and Maria Triguero</p>	<p>GRADE 2 Megan Antak, Jennifer Cook, Rozy Makkar, Kirk Prince, Caitlin Humber</p>	<p>GRADE 3 Courtney Krause, Shelley Laspa, Kathleen Manuel and Dayle Thiessen</p>	<p>INTERMEDIATE (INT.): GRADES 4 & 5 Katja Rossi, Renee Hegberg, Justine Hadwin, Elise St-Martin and Tina Kirkham</p>
<p>SCHOOL CONTEXT</p>	<p>http://clearbrook.abbschools.ca/ http://www.discoveryourschool.gov.bc.ca/</p>				
<p>INQUIRY QUESTION</p>	<p>How can playing with language build students' foundational concepts of print, oral and visual texts?</p>	<p>We know reading and writing are interconnected, therefore we wonder will the teaching of guided writing help student reading?</p>	<p>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 student who LOVE to read do better overall academically?</p>	<p>How can we increase reading comprehension? How can we increase students' love of reading?</p>	<p>How can we improve student comprehension and engagement with both fiction and non-fiction texts?</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>	<ul style="list-style-type: none"> Teachers realize the need for daily oral language opportunities and modelling in order for students to increase their comprehension skills To increase letter sound knowledge To increase sight word knowledge 	<p>This year we have experimented with guided writing with LSS and in class, and we wonder if we keep going will it improve reading?</p>	<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 	<ul style="list-style-type: none"> To increase metacognition of reading strategies To increase comprehension 	<ol style="list-style-type: none"> Students are entering the int. grades with low home reading motivation Students are emerging/proficient in their decoding, but often lack deep comprehension skills (struggle to infer, summarize, analyze, synthesize and use text features). Many students enter the int. grades lacking strategies for engaging with non-fiction texts.
<ul style="list-style-type: none"> STRATEGY 1 LEADERSHIP/TEAMWORK PROFESSIONAL LEARNING AND/OR RESOURCES 	<ul style="list-style-type: none"> ASSESS LETTER/SOUND RELATIONSHIP EACH TERM All kindergarten teachers 	<ul style="list-style-type: none"> WRITING RESOURCES Teachers / LSS / ELL Pro Ds, Books Story Champs Adrienne Gear 	<ul style="list-style-type: none"> PROVIDE MORE ORAL LANGUAGE EXPERIENCES FOR STUDENTS All grade 2 teachers (F.I. & English) Heggerty Poetry/Songs Community Play Experiences 	<ul style="list-style-type: none"> REPLENISHING CLASSROOM LIBRARY BOOKS (BECAUSE THEY ARE GETTING READ AND ARE FALLING APART) Teachers / Admin More comfortable cushions in class for reading 	<ul style="list-style-type: none"> USE SMALL GROUP INSTRUCTION TO MEET THE VARIOUS NEEDS OF STUDENTS (PLATOONING ENG & FI) STARTING OCTOBER 3X/WEEK All int. teachers, ELL team, LSS team All int. teachers would like training in F&P; Comprehension resources such as: Comprehension Toolkit, CAFÉ strategies, Adrienne Gear, Into the Book
<ul style="list-style-type: none"> STRATEGY 2 LEADERSHIP/TEAMWORK PROFESSIONAL LEARNING AND/OR RESOURCES 	<ul style="list-style-type: none"> PROVIDE ORAL LANGUAGE OPPORTUNITIES THROUGHOUT EACH DAY AND ENRICH THIS WITH LIFE/OUTDOOR EXPERIENCES 	<ul style="list-style-type: none"> EXPLICIT TEACHING OF PHONICS 	<ul style="list-style-type: none"> MOTIVATIONAL READING EXPERIENCES Peer Book Reviews Mystery Reader Themed Reading Days 	<ul style="list-style-type: none"> KEEPING CURRENT WITH BOOKS FOR TEACHERS TO READ ALOUD/SHARE WITH STUDENTS (IE INDIGENOUS BOOKS) Teachers / Admin Hope (ISW); SOGI committee; District personnel for Indigenous 	<ul style="list-style-type: none"> TEACH LITERARY GENRES EXPLICITLY – WHOLE CLASS All intermediate teachers Genre posters, link to home reading challenge Connect to library time
<ul style="list-style-type: none"> STRATEGY 3 LEADERSHIP/TEAMWORK PROFESSIONAL LEARNING AND/OR RESOURCES 	<ul style="list-style-type: none"> THROUGH STORY READING, MODEL READING STRATEGIES INCLUDING PREDICTING, RETELLING & INFERRING 	<ul style="list-style-type: none"> POEMS Visual posters Poems Phonemic Awareness Heggerty 	<ul style="list-style-type: none"> EXPLICIT TEACHER OF VARIOUS GENRES & AUTHOR STUDIES Purchase classroom library books 	<ul style="list-style-type: none"> CLASS SETS OF NOVELS (copies so students can follow along as teacher reads aloud – ie. Magic Treehouse) READERS THEATRE SCRIPTS BOOK (class sets, or at least sets of 6/8 so that groups can take them and "perform") Teachers / Admin 	<ul style="list-style-type: none"> USE A HOME READING PROGRAM THAT KEEPS PARENTS ACCOUNTABLE. All intermediate teachers 40 Book Challenge (The Book Whisperer – Donnelly Miller); RAZ Kids Recognition for readers Personal goal for # of books read
<ul style="list-style-type: none"> STRATEGY 4 LEADERSHIP/TEAMWORK PROFESSIONAL LEARNING AND/OR RESOURCES 	<ul style="list-style-type: none"> TEACH STUDENTS HOW TO ASK AND ANSWER QUESTIONS USING THE TALKING TABLES PROGRAM AND DURING ORAL LANGUAGE ACTIVITIES TO BUILD VOCABULARY 	<ul style="list-style-type: none"> EXPLORE USING SOUND WALLS EXPLICIT TEACHING OF PHONICS 	<ul style="list-style-type: none"> FOCUS ON METACOGNITIVE READING STRATEGIES (IE. MAKING CONNECTIONS, VISUALIZING, QUESTIONING) 	<ul style="list-style-type: none"> MORE PM GUIDED READING BOOKS THAT ARE INSTRUCTIONAL TEXTS (IE. MAKE AN ORAGAMI FROG) 	<ul style="list-style-type: none"> TEACH COMPREHENSION STRATEGIES EXPLICITLY DURING WHOLE CLASS INSTRUCTIONAL TIME All intermediate teachers (reinforced during small group/LSS/ELL time) All intermediate teachers would like training in F&P; Comprehension resources such as: Comprehension Toolkit, CAFÉ strategies, Adrienne Gear, Into the Book Integrate content areas (Socials, Science)

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<ul style="list-style-type: none"> • STRATEGY 5 • LEADERSHIP/TEAMWORK • PROFESSIONAL LEARNING AND/OR RESOURCES 	<ul style="list-style-type: none"> • MEET WITH GRADE GROUP PARTNERS IN THE UPCOMING SCHOOL YEAR TO DISCUSS THE EFFECTIVENESS OF THESE STRATEGIES • Platooning & blitzing possibilities • Develop common formative & summative assessments 	SIGHT WORDS FOR HOME		GRADE GROUP PLATOONING -Phonics -Reading comprehension -Teacher/ELL Teacher led reading groups -Beginning Sept Assessment (Words their Way) to determine groupings, platooning, lessons etc.	
<ul style="list-style-type: none"> • STRATEGY 6 • LEADERSHIP/TEAMWORK • PROFESSIONAL LEARNING AND/OR RESOURCES 	<ul style="list-style-type: none"> • BEGIN LITERACY CENTRES WITH STUDENTS • Platooning & blitzing possibilities • Manipulatives, books, iPads, etc. 	SPELLING WORDS (HIGH FREQUENCY) IN CLASS Spelling Patterns		<ul style="list-style-type: none"> • TO INCREASE METACOGNITION OF READING STRATEGIES & READING COMPREHENSION • Writing reading responses and sharing these • Adrienne Gear/Writers Workshops • Word lists, Words Your Way, Accountability, Move Your Self 	
PROGRESS AND IMPACT (How do you know?)	<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 	<ul style="list-style-type: none"> • PM Benchmarks and GB+ • Reading Snapshot Rubric / Performance Standards 	<ul style="list-style-type: none"> • Develop a Reading attitudinal self-assessment page for students (Sept & June) • Use PM Benchmarks and GB+ throughout the year (Sept, Mar & June). Is there a correlation between attitude and increase in PM assessment? • Observations of reading (Do we see an increase in their love for reading?) • Provide Tier 2 Intervention for student who are having difficulty (F.I. & English) 	<ul style="list-style-type: none"> • Use PM Benchmark assessment throughout the year • Comprehension and home reading will improve • Children will express more excitement about reading • Provide Tier 2 intervention for students who are having difficulty 	<ul style="list-style-type: none"> • Students will be assessed three times per year using the Fountas & Pinnell Reading/PM assessment (all intermediates will use the same assessment tool to make data comparable across students and grades) • Student survey twice a year (September and June) to determine student engagement and confidence in strategies • Complete same survey of Café strategies at the end of Term 1 & Term 2

 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	<ul style="list-style-type: none"> • Continue extra reading support for our Indigenous students • Continue to purchase Indigenous Resources that support literacy development, cultural awareness and a sense of belonging • Integrate Indigenous content throughout multiple subjects • Provide outdoor learning experiences that are connected to place, and Indigenous ways of knowing • Begin assemblies or meetings acknowledging ancestral territory • Continue using The Six Cedar Trees program to support work with the Core Competencies through Indigenous storytelling 			
CONNECTIONS TO THE ELEMENTARY OPERATIONAL PLAN 1. Mastery of Literacy & Numeracy 2. Deeper Learning Experiences in Core and Curricular Competencies 3. Student and Staff Well-being.	<ul style="list-style-type: none"> • Include StrongStart and Preschool in school wide activities and assemblies • Incorporate daily literacy strategies (i.e Café) into all classrooms • Purchase levelled Guided Reading books / all class chapter book collections at the primary levels • Continue to purchase resources/texts that encourage emotional awareness • Continue to teach Growth Mindset (all school) 			
DISTRICT PRIORITIES 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"> • 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 • Learn through "Maker Space" in the LLC • Continue to use The Six Cedar Trees program to support work with the core competencies 			

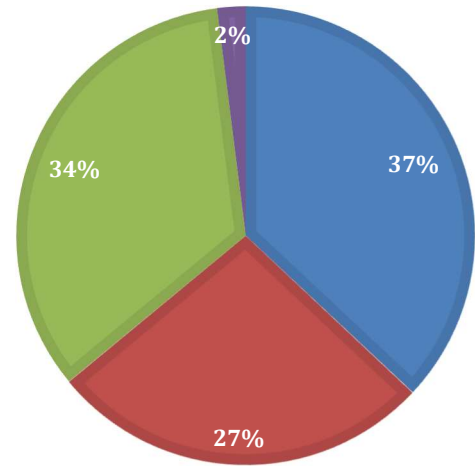
École Clearbrook Elementary School Plan for Student Success: Reading Data – French Immersion Students (March 2022)



École Clearbrook Elementary School Plan for Student Success: Reading Data – English Students (March 2022)

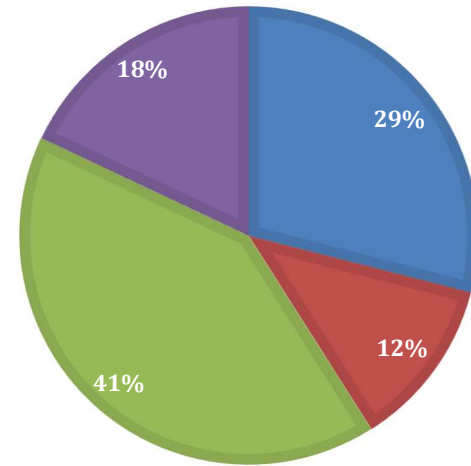
GRADE 1: ENGLISH READING DATA

■ Emerging ■ Developing ■ Proficient ■ Extending



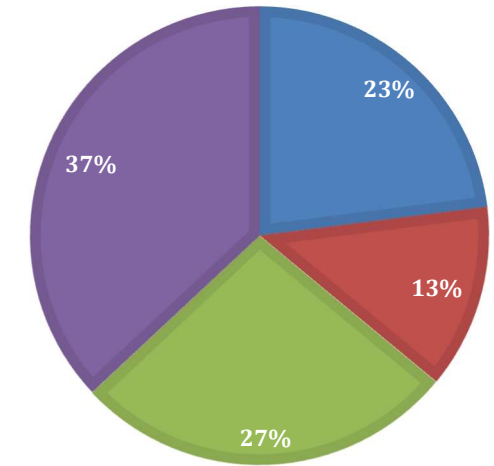
GRADE 2: ENGLISH READING DATA

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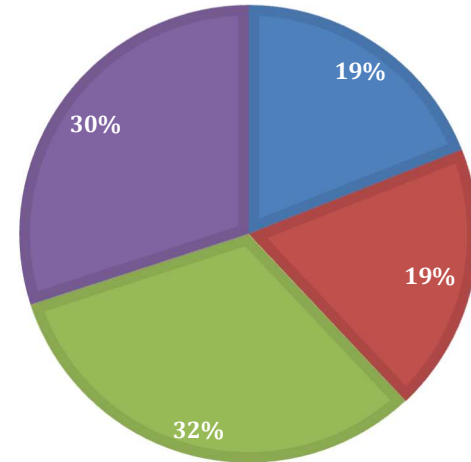
GRADE 3: ENGLISH READING DATA

■ Emerging ■ Developing ■ Proficient ■ Extending



GRADE 4: ENGLISH READING DATA

■ Emerging ■ Developing ■ Proficient ■ Extending



GRADE 5: ENGLISH READING DATA

■ Emerging ■ Developing ■ Proficient ■ Extending

