


Elementary School Plan for Student Success



 <p>Godson Elementary School</p>	<p>Team Members</p> <p>All K – 5 Teachers, LSS/ELL teachers, Aboriginal Teachers & EA, All EAs, Principal and Vice Principal</p>
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<p>School Context</p>	<p>Godson Elementary School: http://godson.sd34.bc.ca Ministry of Education: http://www.discoveryourschool.gov.bc.ca</p>																									
<p>Inquiry Question</p>	<p>How can we improve our students' reading skills? SMART Goal: By June 2019, 65% of our Grade 1 students, 70% of our Grade 2 students, 80% of our Grade 3 students and 85% of our Grade 4 & 5 students will be fully/exceeding expectations in reading. A minimum of 15% of students will be NYM expectations in Reading across the grades.</p>																									
<p>Rationale (Why are we doing this?) (Please refer to school data)</p>	<table border="1" data-bbox="877 604 1801 755"> <thead> <tr> <th>Meeting/Exceeding %</th> <th>15/16</th> <th>16/17</th> <th>17/18</th> <th>17/18 Students NYM</th> </tr> </thead> <tbody> <tr> <td>Grade 1 - (PM Benchmark)</td> <td>29.2</td> <td>46.2</td> <td>65</td> <td>22.5</td> </tr> <tr> <td>Grade 2 - (PM Benchmark)</td> <td>69.1</td> <td>66</td> <td>76</td> <td>21</td> </tr> <tr> <td>Grade 3 – (PM Benchmark)</td> <td>70.5</td> <td>63.5</td> <td>75</td> <td>21</td> </tr> <tr> <td>Grade 4 – (FSA)</td> <td>85.8</td> <td>88</td> <td></td> <td>N/A</td> </tr> </tbody> </table> <div data-bbox="556 701 808 755" style="border: 1px solid black; padding: 5px; display: inline-block;"> Transiency rate: 24% </div>	Meeting/Exceeding %	15/16	16/17	17/18	17/18 Students NYM	Grade 1 - (PM Benchmark)	29.2	46.2	65	22.5	Grade 2 - (PM Benchmark)	69.1	66	76	21	Grade 3 – (PM Benchmark)	70.5	63.5	75	21	Grade 4 – (FSA)	85.8	88		N/A
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Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Daily 5	Teachers (Grades 1-5)	Workshops/PLC collaboration/Class libraries/book carts
Daily Guided Reading groups (in class and pull-outs) – grade group ‘podding’ to allow for leveled groups across grades	Teachers (Grades 1-5)/LSS/ELL EAs – small group pull-outs	Leveled books/PM Benchmark assessment Fountas and Pinnell assessment
K-3 Phonemic awareness	Teachers (Grades 1-3)/LSS/ELL	Read:It program (pull-out and classroom instruction)
Tier 2 and 3 Reading Intervention	LSS (Grades 1-3 and 4/5)/ELL/Classroom teachers Reading Intervention teachers (term 2)	Read:It program (pull-out and classroom instruction)
Reading Power (Connect/Question/Visualize etc.)	Teachers (K-5)	Adrienne Gear (Fiction/Non Fiction)
Common sight word list (by gr. level) –Circle Chart assess.	K-3 Teachers	Dolch/PM/K lists
Literacy development (phonics based)	K Teachers/Aboriginal Support	Janet Mort/Tara West Resources, ‘Heidi Songs’ program
Incorporating Aboriginal stories/literacy (cross curricular)	K-5 Teachers/Aboriginal Support	Aboriginal Center/in school library
Pro D opportunities	All teachers	Daily 5/Read:IT

Progress and Impact (How do you know?)

PM Benchmark/Fountas and Pinnell/Read:IT assessments (early September, November, March and June)
 Specific testing in the area of phonemic awareness, phonics, sight words, oral reading (fluency and accuracy) and comprehension to identify deficiencies – Grades 1-5
 Meet as grade groups (during collaboration time) to discuss data, strategies, student progress and needs that will drive instruction.



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 	<p>Provide small group instruction Use a variety of texts, including Aboriginal content books</p> <p>Schedule school-wide Aboriginal-focused assemblies (story/dance/drumming)</p> <p>Create and display Aboriginal themed art Celebrate Aboriginal events (<i>Rock Your Mocs, Orange Shirt Day, Aboriginal Day</i>)</p>
<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. 	<p>Ready, Set, Learn informational night for parents of children entering preschool or kindergarten A balance of Play-based Learning and spontaneous play (Kindergarten)</p> <p>Daily 5 and CAFÉ model in grades 1-5 Grade group pods – uninterrupted time provided for students across the grade to be grouped by reading ability Targeted lessons and strategies being used to support emergent and struggling readers (K-5) Grade-group collaboration that drives instruction (common assessment/co-planning etc.) All staff will participate in Professional Development to ensure best/most current practice</p> <p>Wide variety of high-interest books available to students and teachers (fiction and nonfiction) to promote a love for reading. After school programs: Book Buddies, Literacy Matters, Vocabulary Matters</p>

<p>Revised Curriculum</p> <ol style="list-style-type: none">1. Core competencies2. Assessment and reporting3. Inquiry based learning and integrated technology	<p>Explicit teaching of all components of reading (phonics, phonemic awareness, comprehension, fluency, accuracy, vocabulary)</p> <p>Targeted assessment in the areas of phonemic awareness, phonics, sight words, oral reading fluency and accuracy and comprehension to help identify at-risk readers PM Benchmark/Fountas and Pinnell assessment</p> <p>Integrating digital technology through the use of a variety of iPad apps (Epic Books, Reading A-Z, etc.)</p>
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