


# Elementary School Plan for Student Success



 <p>Godson Elementary School</p>	<p><b>Team Members</b></p> <p>All K – 5 Teachers, LSS/ELL teachers, Aboriginal Teachers &amp; EA, All EAs, Principal and Vice Principal</p>
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<p><b>School Context</b></p>	<p>Godson Elementary School: <a href="http://godson.sd34.bc.ca">http://godson.sd34.bc.ca</a> Ministry of Education: <a href="http://www.discoveryourschool.gov.bc.ca">http://www.discoveryourschool.gov.bc.ca</a></p>																									
<p><b>Inquiry Question</b></p>	<p>How can we improve our students' reading skills?          SMART Goal: By June 2020, 55% of our Grade 1 students, 65% of our Grade 2 students, 75% of our Grade 3 students and 85% of our Grade 4 &amp; 5 students will be fully/exceeding expectations in reading. A maximum of 15% of students will be NYM expectations in Reading across the grades.</p>																									
<p><b>Rationale</b>          (Why are we doing this?)          (Please refer to school data)</p>	<p>Transiency rate: 24%</p>	<table border="1"> <thead> <tr> <th>Meeting/Exceeding %</th> <th>16/17</th> <th>17/18</th> <th>17/18 Students NYM</th> <th>18/19</th> <th>18/19 Students NYM</th> </tr> </thead> <tbody> <tr> <td>Grade 1 - (PM Benchmark)</td> <td>46.2</td> <td>65</td> <td>22.5</td> <td>52</td> <td>35</td> </tr> <tr> <td>Grade 2 - (PM Benchmark)</td> <td>66</td> <td>76</td> <td>21</td> <td>73</td> <td>21</td> </tr> <tr> <td>Grade 3 – (PM Benchmark)</td> <td>63.5</td> <td>75</td> <td>21</td> <td>81</td> <td>13</td> </tr> </tbody> </table>	Meeting/Exceeding %	16/17	17/18	17/18 Students NYM	18/19	18/19 Students NYM	Grade 1 - (PM Benchmark)	46.2	65	22.5	52	35	Grade 2 - (PM Benchmark)	66	76	21	73	21	Grade 3 – (PM Benchmark)	63.5	75	21	81	13
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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
PM Benchmark training in the Fall (Pro D)	Teachers (Grades 1-5)	District Helping Teachers – Maria Limpright
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
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	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/Janet Mort
Literacy development (phonics based)	K Teachers/Aboriginal Support	Words Their Way/Tara West Resources/ ‘Heidi Songs’ program
Incorporating Aboriginal stories/literacy (cross curricular)	K-5 Teachers/Aboriginal Support	Aboriginal Center/in school library
Additional literacy support	All teachers	Literacy Blitzes

**Progress and Impact (How do you know?)**

PM Benchmark/Read:IT assessments (early September, November, March and June)  
Specific testing 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.



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.

**Connections to the Aboriginal Enhancement Agreement**

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

Provide small group instruction  
Use a variety of texts, including Aboriginal content books  
Schedule school-wide Aboriginal-focused assemblies (story/dance/drumming)  
Create and display Aboriginal themed art  
Celebrate Aboriginal events (*Rock Your Mocs, Orange Shirt Day, Aboriginal Day*)

**Connections to the Elementary Operational Plan**

1. Early Learning
2. Grade Three reading imperative
3. Student Social and Emotional Learning.

Ready, Set, Learn informational night for parents of children entering preschool or kindergarten  
A balance of Play-based Learning and spontaneous play (Kindergarten)  
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)- Literacy Blitzes  
Grade-group collaboration that drives instruction (common assessment/co-planning etc.)  
All staff will participate in Professional Development to ensure best/most current practice  
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  
Provide release time for teacher to visit schools where Daily 5 is being implemented  
Teachers work in collaboration with LSS team to support struggling readers (Pullout/Push in models)

<p><b>Revised Curriculum</b></p> <ol style="list-style-type: none"><li>1. Core competencies</li><li>2. Assessment and reporting</li><li>3. Inquiry based learning and integrated technology</li></ol>	<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 assessment</p> <p>Integrating digital technology using a variety of iPad apps (Epic Books, Reading A-Z, etc.)</p>
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