

## **SD52 Vision:** **A Community of Learners**

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### **SCHOOL DISTRICT 52 SCHOOL PLAN TO STRENGTHEN LEARNING 2015-16**

#### **SD52 Mission:**

**Ensure each student successfully completes their educational program with a sense of hope, purpose and control.**

#### **Aboriginal Education Mission:**

**Our partnership is a shared responsibility dedicated to creating a community which values, respects and appreciates Aboriginal languages, cultures, histories, knowledge, skills and people as integral to the education system and life-long learning process.**

## *Port Edward Community School*



#### **Belief Statements:**

- Our students are valuable. They must be supported in all ways.
  - All students can be successful.
- Our school community partnerships enhance the learning for all students.
- Instruction matters. Our principals, teachers and staff have a crucial role in student success.

**Mission Statement:** Our mission is to improve student achievement by encouraging all members of our school community: to participate in learning opportunities; to strive for personal excellence; and, to provide a safe environment for all.

**Context:** Port Edward Elementary School is located in the Village of Port Edward (2001 pop. 659). The municipality is located fifteen (15) km from the City of Prince Rupert (2006 pop. 12,815). The school is part of School District 52 which is located on traditional Ts'msyen territory. The School District has had a Partnership Agreement with the local Aboriginal community since October 2001. Declining student population forced the closure of the old school in January 2013. The District of Port Edward, the ministry and the District formed a partnership to build and lease a smaller school adjacent to the municipal building which houses the remaining students up to Grade five in Port Edward. Our school population continues to decline. This year we have two classes, a K through 2 with 10 students and a 3 through 5 with 12 students.

<b>Goal:</b> Will changes in our instructional practice cause changes in academic achievement in literacy and math for our students?	<b>Objectives:</b> <ul style="list-style-type: none"><li>a) To improve student's academic achievement through continued understanding and skill using Daily Five strategies, particularly reading to someone every day.</li><li>b) To refer and use existing language around "Zones of Regulation".</li><li>c) To teach "Mindfulness" strategies using the "Mind Up" curriculum.</li><li>d) To continue our work with Restitution instruction.</li><li>e) To focus on an inquiry approach to learning by continually asking the questions:<ol style="list-style-type: none"><li>1) "What is going on for the learner?"</li><li>2) What is working?</li><li>3) What isn't working?</li><li>4) What do we do next?"</li></ol></li><li>f) To use "play based" literacy practices, particularly around sight word learning.</li><li>g) To use Carol Fullerton math strategies.</li></ul>
<b>Connections to District Achievement Contract:</b> <ul style="list-style-type: none"><li>A. Literacy focus.</li><li>B. Math focus</li><li>C. Utilizing professional development provided by the district.</li><li>D. Success focus for all students</li></ul>	<b>Connections to Aboriginal Education Partnership Agreement:</b> <ul style="list-style-type: none"><li>A. Success focus for all aboriginal students</li></ul>

<p><b>Evidence-Based Rationale</b></p> <ul style="list-style-type: none"> <li>• We are gaining in students moving closer to grade level reading expectations, however, we must continue to keep that intentioned focus, using the previous learning and strategies developed over the past years.</li> <li>• Our work in self-regulation continues.</li> <li>• Use and practice of Carol Fullerton Math intervention strategies to build math literacy.</li> <li>• Use of mindfulness instruction using the "Mind Up" program.</li> </ul>	<p><b>Assessment tools and processes to assess progress on goals and objectives</b></p> <ol style="list-style-type: none"> <li>1) Performance Standards</li> <li>2) Report card data</li> <li>3) Benchmark reading data</li> <li>4) Teacher observation</li> </ol>
<p><b>Instructional strategies to be implemented to impact goal, worded as an action research question.</b></p> <p>Will there be a noticeable improvement in achievement if there is deeper understanding and connection to attention and focus through instruction of the Mind Up curriculum?</p> <p>Will there be a noticeable improvement in achievement in literacy comprehension if we consistently teach children to ask themselves the following questions when reading text: does it make sense? does it sound right? and does it look right?</p> <p>Will comprehension improve if we practice fluency?</p> <p>Will targeted practice and mastery of common (Dolch) words improve student reading?</p> <p>Will using games for practice of common words (Dolch) improve fluency?</p> <p>Will student understanding of math concepts improve if we use strategies that we learn from Carol Fullerton.</p> <p>Will achievement and instruction improve if we continue to use the inquiry spiral, continually asking: "What is going on for our students? What is working? What isn't working? What do we need to do next?"</p>	<p><b>Structures to be implemented to impact goal (s), which may be worded as an action research question that relate to your goal.</b></p> <ol style="list-style-type: none"> <li>1. Targeted use of the Mind Up program.</li> <li>2. Continued work with Restitution instruction.</li> <li>3. Teaching the three main strategies of: Does it make sense? Does it sound right? and Does it look right? (Pat Johnson and Katie Keier: Catching Readers Before They Fall Chapter 4)</li> <li>4. Drill and practice and use of play in learning of Common words with struggling readers with the intention of having mastery to end of grade three.</li> <li>5. Reading to fluency one new book/story weekly for struggling readers.</li> <li>6. Continued use of RAISE for struggling readers.</li> <li>7. Use of baseline date from June 2015 as our starting point and checkpoints along the way for assessing improvement.</li> <li>8. Following math instruction used and taught by Carol Fullerton.</li> </ol>

<p><b>Plans for staff development and collaborative work:</b></p> <p>Professional development:</p> <ul style="list-style-type: none"> <li>a. Continued work with deepening understanding of how the Daily Five works to improve student independence and literacy skill.</li> <li>b. Time allotted at staff meetings for discussions and inquiry into What is going well? What is not going well? What are we going to do about it?</li> <li>c. Work with CCW and other staff to promote consistency of language and instruction.</li> <li>d. Attendance at Carol Fullerton sessions for Math.</li> <li>e. NOll question for Early Learning around game strategies for learning sight words.</li> </ul>	<p><b>Parental and community involvement strategies that relate to your goal.</b></p> <p>Newsletter to inform parents of our work and focus. Discussions one to one with parents.</p>
<p><b>Communication Strategies (students, staff, community)</b></p> <p>Report card data sent home three times a year.</p> <p>Shared improvements through one to one conversations with parents and students.</p>	<p><b>Monitoring Dates Plan</b></p> <p>May 2016</p>
<p><b>Summary</b></p> <p>In our Grade two data we notice a huge improvement in reading success. These are the students who we felt were at risk last year at the end of grade one with reading. We attended an October seminar by Janet Mort with her work around "Joyful Literacy" and completed an Inquiry project around that. This has been very successful.</p> <p>Our students read to someone everyday. At the intermediate level, they use one text per week to practice and read at an</p>	<p><b>Where to next:</b></p> <p>Next year our school will be inclusive to one teacher grades K through 5. Structures will need to be organized so that the learning needs of a broad range of students will be met. The new curriculum will allow some flexibility in providing for engaging and effective learning.</p> <p>We know what is working and will continue to follow in that direction.</p>

instructional challenging level. This helps build fluency as well as vocabulary development and comprehension. This has proven a very successful strategy. At the primary level, we use RAZ kids and monitor the children closely to see that they are reading the passages and answering the questions. Monitoring this closely has been a key element of using RAZ as students love to get to the "game" section and have figured out shortcuts that don't involve reading. Our math work this year has also been very positive with both our teachers attending Carole Fullerton seminars and applying those strategies to their instruction. Our continued work with self-regulation has also promoted student focus and success.

## **2. DATA**

Benchmarks:

Anecdotal remarks about Math.

Report card data.

### **h) Two School Successes**

- a. All students improved in reading.
- b. Attitudes and confidence in math have improved.

### **i) Three Important School Initiatives**

- a. Math literacy improvement.
- b. Reading literacy.
- c. Self-Regulation.

## **Math DATA**

### 1. Anecdotal:

- a. A Grade 2 student working with combinations to 10, realizing on his own that two groups of 5 equal ten and that he could divide them equally, demonstrating early multiplication and division by experience and discovery.
- b. A Grade one student being quickly able to add 10, 11 and 12 to any number and being able to describe his strategy of finding the answer.
- c. Four grade three students who were very "anxious" about math ( one being a student with Autism) were very reluctant participants in math in September, who now are taking risks in their math learning and fully participating in math lessons.
- d. More of the older students able to use mental math strategies to solve problems.
- e. Noticeably more joy when Math time comes in both classes.
- f. Not one student NYM in mathematics. Several approaching.

### Benchmark Data June 2012 through 2016

GR.	Student	June 2012		June 2013		May 2014	May 2015		May 2016	
5		A	+3	D	+5	I/J	M	+3	S	+6
		L	+4	P	+3	S	U	+3	W	+2
		A	+3	D	+5	I/J	O	+5	S	+4
		B	+3	E	+8	M	S	+5	V	+3
		A	+3	D	+5	I	N	+5	R	+4
					M	S	+6	V	+3	
4	B	+6	H	+7	O	T	+5	W	+3	
					D	H	+3	O	+7	
3			A	+2	C	E	+2	J	+5	
					E	H	+3	O	+7	
						M		O	+2	
						M		O	+2	
2					A	C	+2	H	+5	
					A	C	+2	H	+5	
					C	G	+4	M	+6	
					A	B	+1	G	+5	
					A	B	+1	H	+6	
					A		+1	H	+7	
1					D		+4	J	+3	
					C		+3	H	+5	
K								A	+1	
								N/A		
								N/A		

All students moved forward in reading progress.

Grade 5 : **3/6 Fully Meeting** grade level expectations, one **Exceeding**

Grade 4: **1/2 Fully Meeting** grade level expectations, one **Exceeding**

Grade 3: **3/4 Fully Meeting** grade level expectations

Grade 2: **1/6 Fully Meeting** grade level expectations

Grade 1: **2/2 Fully Meeting** grade level expectations

Kindergarten: **1/3 Meeting** grade level expectations. Two K's continuing to learn their letters. They show reading behaviours and love to read but at this point are not correctly reading the words.

Our work with the grade two's and ones with "sight word" games has really paid off, as you can see from the gains made in those categories.