
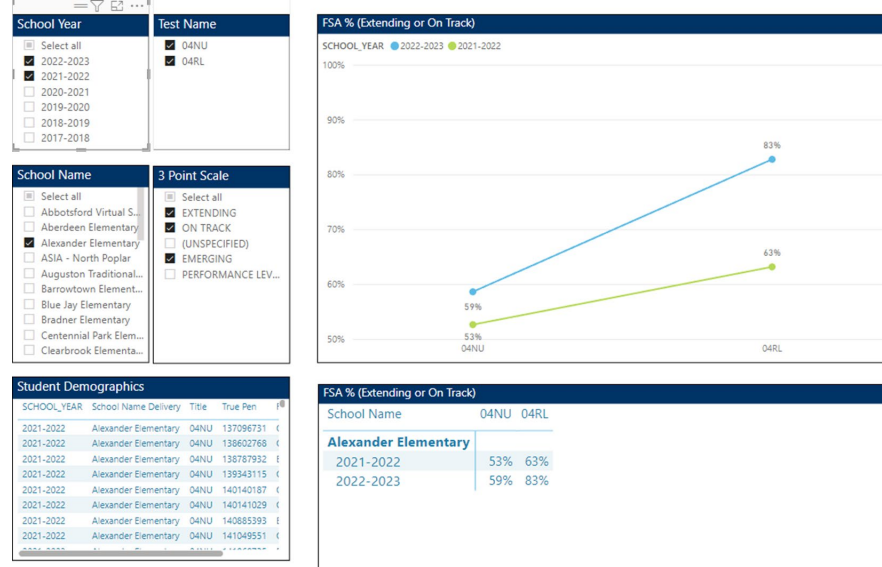


Elementary School Plan for Student Success

	<p>Team Members</p> <p>Grade One Team: Katie Kerr, Madison Campigotto</p> <p>Grade 2/3 Team: Kaitlyn Smith, MARRISA Lang, Virpal Dhaliwal, Aparna Gupta</p> <p>Grade Four/Five Team: Daniella Baldini, Panku Sharma, Katie Rizzo, Amandeep Brar</p> <p>Kindergarten Team: Sunny Dhaliwal, Elaine Lee, Tammy Siganakis</p> <p>LSS Team: Carol LeBreton, Margaret Bland, Marla Piper</p> <p>ISW: Pearl Baye</p> <p>EA's: Tammy Colorado, Roxi Lint, Nicole McCartney, Stephanie Green, Irene Lowdell, Chad Gervais, Alma Schlitt, Brandi Weldon, Alaina Spreitsma</p> <p>YCW: Kathryn Euler</p> <p>ELL: Michelle O'Doherty, Kacey Oravec, Alyssa Virtue</p> <p>PAC</p> <p>Principal: Tara Plantinga</p>
<p>School Context</p>	<p>Alexander Elementary School: https://alexander.abbschools.ca</p>
<p>Inquiry Question</p>	<ol style="list-style-type: none"> 1. Will explicit instruction in phonics and phonemic awareness improve student reading skills? 2. Will teaching students to understand and acknowledge the emotions in their body help them to be able to identify what strategies and tools they need to prepare them for learning and activities? 3. Will we see an increase in numeracy understanding if we focus on: <ul style="list-style-type: none"> Grade K & 1's targeted small group and whole class instruction. Grade 2 & 3's the use of hands-on manipulatives to facilitate better understanding of number sense Grade 4 & 5's more explicit instruction and a more dedicated time spent on math fluency and number sense

Rationale
 (Why are we doing this?)
 (Please refer to school data)



Rationale Numeracy: We know that whole class instruction is beneficial for all students; however, if we do small group instruction we can focus on our struggling learners. We can provide explicit small group instruction and enrich our instruction with math centers.

Literacy: We recognized in our student population a deficit in phonological and phonemic awareness skills which are holding our students back from achieving grade level reading comprehension scores

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Gather assessment data on phonics and phonemic awareness	Teachers	Core Phonics assessment UFLI, Kindergarten Assessment Heggerty assessment, DIBELS
Explicit instruction on phonemic awareness	All Staff	Ongoing pro d with all staff Heggerty, UFLI, Soundwall, Words their way Bridging the Gap, Equipped for Reading Success Phonemic Awareness assessment
Letter/letter sound/phonics instruction (Tier 1 and 2 School wide scope and sequence for phonics development	Teachers, LSS, ELL	Core phonics assessment Circle chart soundwall Phonological awareness K assessment package
Collaboration time Whole school approach	All teaching staff to use collaboration time to look at common assessments, identify areas of need and plan for intervention in conjunction with LSS	Discussion and Planning for Student needs
Accessing district helping teachers to help/model/facilitate/coteach tier 1 literacy instruction also tier 1 classroom supports for self-regulation	Primary teachers	ELST 20024/25 (hopefully)

Develop/use learning targets both whole class and individualized for literacy and lessons – align the classes	Teachers	Pro D
Targeted reading instruction driven by assessment data (individual, small group, whole group)	All staff	Scope and Sequence, decodables, logic of English
LSS/ELL offer targeted instruction based on assessment data	Teacher working collaboratively with LSS/ELL	Pro d on what assessments are needed
Pro D with Tawnie Hildebrand – Math	All teachers	Increase use of manipulatives - upstairs
Progress and Impact (How do you know?)		
Heggerty UFLI DIBELS Kindergarten assessment package PM Benchmark Ongoing formative assessment	Core Phonics Survey Circle Chart	



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 Aboriginal Enhancement Agreement

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

1. Targeted intervention plans for students who require additional support to meet expectations
2. Weave Indigenous content and learnings throughout daily classroom teaching, using a variety of resources with Indigenous Content. Reading and writing connections to Indigenous stories.
3. Indigenous Students sharing their experiences and stories –inter-generational, multiple ways of showing your learning – integrating Indigenous assessment practices, talking circles, artifacts
4. Leadership opportunities for students
5. The School is supported by an ISW who guides our learning and teaching in the First People’s Principles of Learning.
6. There has been an investment in classroom and school resources (Strong Nations guided reading books, Under One Sun curriculum) to embed Indigenous content into literacy lessons and activities.
7. School wide celebration of successes, family gathering

Connections to the Elementary Operational Plan

1. Early Learning

2. Grade Three reading imperative

3. Student Social and Emotional Learning

1. Ready, Set, Learn online information, videos and welcome for parents of children entering preschool or kindergarten. Strong start

2. Grade-group collaboration and staff development opportunities that highlight best practices in literacy instruction. Targeted intervention supports created by administration, Learning Support Services team, ELL and classroom teachers.

3. Teachers will provide students with explicit teaching of all components of reading (including phonics, phonemic awareness, comprehension, fluency, accuracy, vocabulary).

4. Wide variety of books available to students and teachers (both fiction and nonfiction) to promote a love for reading. Decodable books available at all reading levels and interest.

5. Reflecting on and practicing Mindful Breathing and Self-Regulation Strategies, moving into emotional learning, Self-Regulation Tools/ flexible environment/ brain breaks, Circle (morning circle, create class/school culture) Giving back to the community/society/world program, common reflective language and school wide beliefs. Continued professional development

Revised Curriculum

1. Core competencies

2. Assessment and reporting

3. Inquiry based learning and integrated technology

1. Teachers incorporate the Core Competencies in daily instruction and assessment. Students self-assess.

2. We are using a variety of assessment practices to help us identify the gaps. Assessment practices aligned across grade groups to ensure validity of data and consistency in determining student need and intervention strategies.

3. Integrating digital technology using iPad apps, notably Seesaw, but also Epic Books, Adobe Spark, etc., and laptops to enhance students' literacy needs. Teachers taking part in the Illuminated Inquiry to increase their knowledge.

4. The Library Learning Commons teacher teaches STEM, research, and digital literacy. Moving to a collaborative approach vision where the LLC teacher and classroom teacher co-plan so the learning in the STEM lab and LLC reflects the learning in class and vice versa.