

Elementary School Plan for Student Success



Prince Charles
Elementary School

2019-2020 **Team Members:** Carolynn Boschmann, Rachel Loewen, Emily Derksen, Heather Hemmerich, Pam Christensen, Brenda Nowak, Renee Hegberg, Brenda Calnek, Sherry Reitsema, Alison Haist, Faye Macdonald, Lasha Jury, Lorna Henry, Leanne Wall, Richel Pedersen, Royce Eberding, Kelly Bulat, Karen Pretty, Sandra Breslin, Robin McRitchie, Sarahlynn Zimmerman, Anjuli Zukowski, Amanda Martens, and Tracy Kryz

<p>School Context</p>	<p>School Context http://princecharles.sd34.bc.ca/node/8011#http://princecharles.sd34.bc.ca/node/8011</p>
<p>Inquiry Question</p> <p>School Wide Goal to improve students' ability to develop and use multiple strategies to engage in problem solving by the end of Term 3. 100% of students FM or EE in Math by June 2020.</p>	<p>How will daily number talks and a school-wide collaborative inquiry for learning mathematics impact students' ability to develop and use multiple strategies to engage in problem solving?</p> <p><i>Mathematical values and habits of mind go beyond numbers and symbols; they help us connect, create, communicate, visualize, and reason, as part of the complex process of problem solving. These habits of mind are valuable when analyzing both novel and complex problems from a variety of perspectives, considering possible solutions, and evaluating the effectiveness of the solutions. When developed early in life, mathematical habits of mind help us see the math in the world around us and help to generate confidence in our ability to solve everyday problems without doubt or fear of math. (BC Curriculum)</i></p>
<p>Primary- to have 100% of Grade K-3 students meeting grade specific PM Benchmark levels at the end of June 2020 (with comprehension and fluency).</p> <p>Intermediate- to have 100% of all students fully meeting or exceeding expectations in reading.</p>	<p>How will daily guided/small group reading and FACES meetings impact our ability to respond to individual student learning needs in reading more effectively?</p> <p><i>English Language Arts is a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others. Through their study of language and texts, students have opportunities to develop a lifelong love of reading, writing, and learning and an appreciation for the power, beauty, joy, and artistry of language and texts. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, gaining insight into their own lives and the lives of others. (BC Curriculum)</i></p>
<p>School Wide Goal to improve students' ability to clearly communicate their ideas in writing by the end of Term 3. 100% of students FM or EE in Writing by June 2020.</p>	<p>How will personalized and small group instruction in phonics, vocabulary and spelling impact our students' ability to generate, organize and clearly communicate their ideas in writing for a variety of purposes and forms?</p> <p><i>Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, in order to accomplish one's goals...fundamental to all learning...applied in all areas of learning. (BC Curriculum)</i></p>

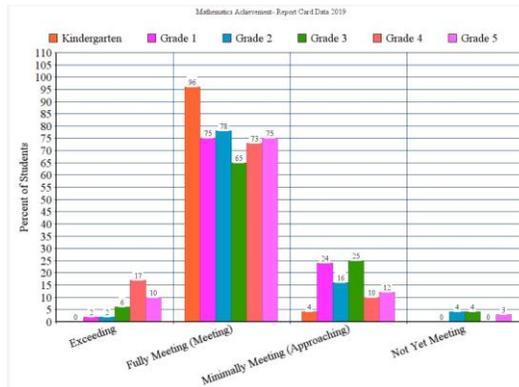
School Wide Goal to improve students' ability to identify when they are becoming angry, upset or frustrated and independently use strategies to return to calm, alert and ready to learn.

How will explicitly teaching self-regulation strategies impact our students' abilities to regulate their emotions, manage stress and persevere in difficult situations?

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being. (BC Curriculum)

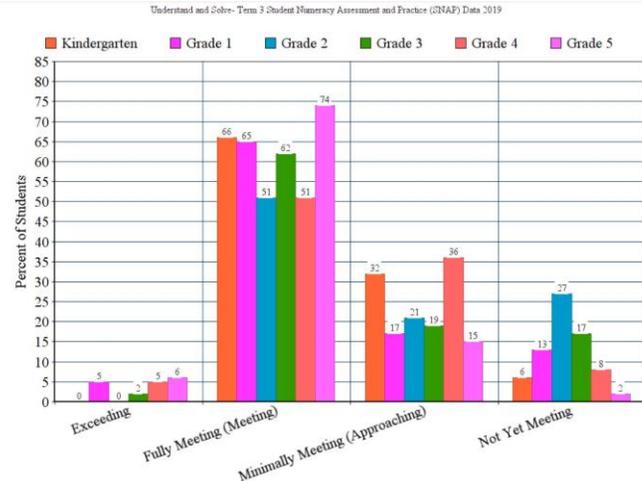
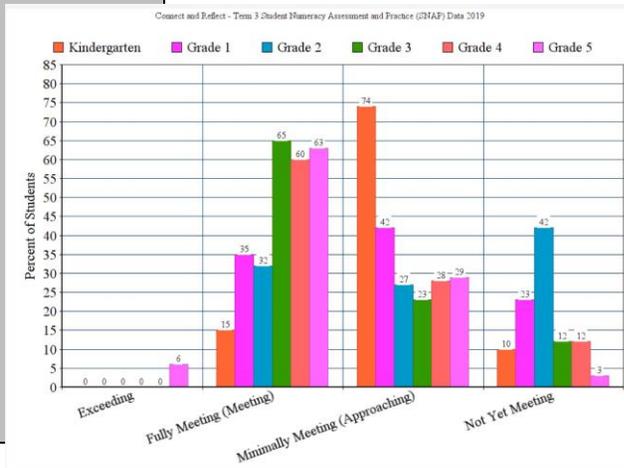
Rationale
 (Why are we doing this?)
 (Please refer to school data)

- Redesigned BC curriculum emphasizes strong foundations in literacy and numeracy- text literacy, number and financial literacy, visual literacy and digital literacy are fundamental for today's world;
- Conceptual understanding of mathematics (knowing more than isolated facts and methods) allows students to understand mathematical ideas and relationships more deeply, allowing them to transfer their knowledge to new situations and contexts.
- Students need to be able to concretely, pictorially, and symbolically express, describe, explain, justify and apply mathematical ideas.



2018/2019 Term 3 Report Card Data showed the following percentages of students were fully meeting or exceeding expectations in the area of mathematics: Kindergarten-96%; Grade 1-77%; Grade 2- 80%; Grade 3- 71%; Grade 4- 90%; Grade 5- 85%. These results show that we are making good progress towards our goal of 100% of our students achieving expectations in numeracy.

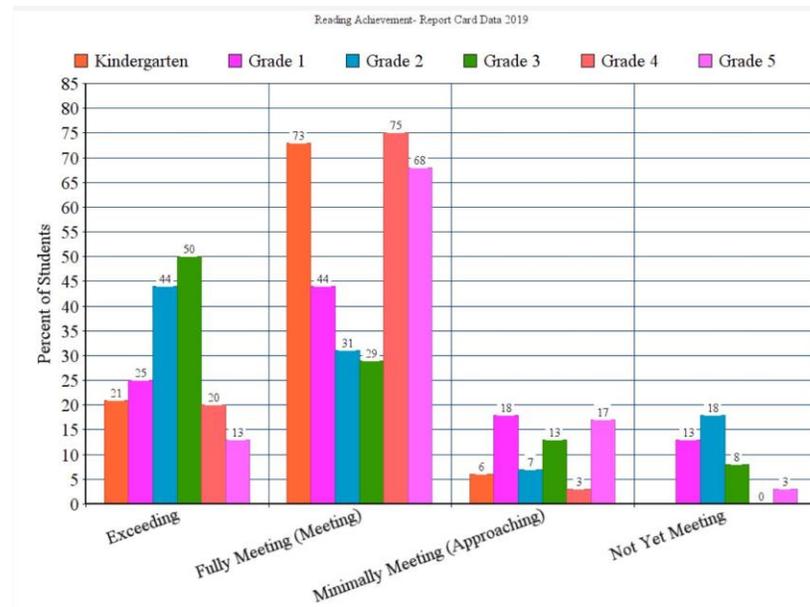
- Term 3 SNAP assessment data for Numeracy Curricular Competencies show students are better able to communicate and represent their math thinking compared to the beginning of the year. The data also shows that students in all grades struggle most with making meaningful connections between numbers and the real world and understanding and solving problems in math.



2018/2019 Term 3 SNAP Data showed the following percentages of students were fully meeting or exceeding expectations in the area of Reflect and Connect: Kindergarten-15%; Grade 1-35%; Grade 2- 32%; Grade 3- 65%; Grade 4- 60%; Grade 5- 69%. In the area of Understand and Solve: Kindergarten-66%; Grade 1-70%; Grade 2- 51%; Grade 3- 64%; Grade 4- 56%; Grade 5- 80%. Although we have made excellent progress with Reasoning and Analyzing and Communicating and Representing, there is more work to be done in these other two math competencies.

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

- Personalizing data increases student engagement and has a positive impact on school culture;
- Focusing on one or two marker students allows us to collaboratively set goals, adjust lessons, identify students' strengths and weaknesses, and implement interventions;
- High-yield strategies (balanced literacy programs, guided reading; independent reading; CAFÉ) in all classrooms and focused interventions are needed to support reading comprehension and fluency for all students

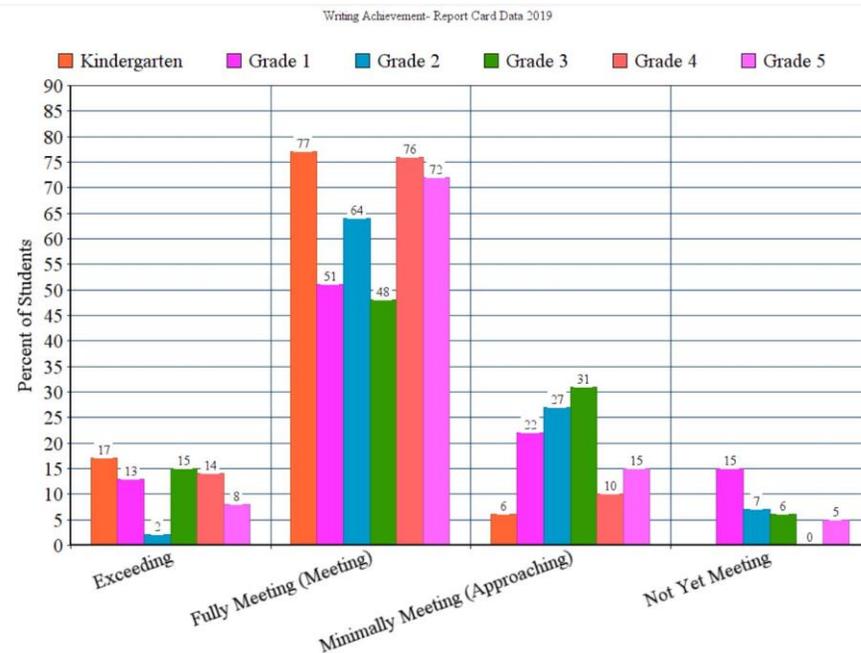


2018/2019 Term 3 Report Card Data showed the following percentages of students were fully meeting or exceeding expectations in the area of reading: Kindergarten: 94% Grade 1-69%; Grade 2- 74%; Grade 3- 79%; Grade 4- 95%; Grade 5- 81%. These results show that we have room to grow towards our goal of 100% of our students achieving expectations in reading by the end of grade 3, and sustaining that level of achievement in grades 4 and 5.

Rationale

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

- Observational data from classroom teachers in all grades have noted a decrease in performance in writing for students;
- Students are more reluctant to write; generation of ideas and organization of ideas according to form and purpose are the bigger concepts to be worked on; students lack strategies for spelling common words correctly and using conventions of writing independently



2018/2019 Term 3 Report Card Data showed the following percentages of students were fully meeting or exceeding expectations in the area of Writing: Kindergarten: 94%; Grade 1- 64%; Grade 2- 66%; Grade 3- 63%; Grade 4- 90%; Grade 5- 80%. These results show an overall decrease in writing from Term 3 2017/2018 data (Kindergarten: 85%; Grade 1- 83%; Grade 2- 67%; Grade 3- 80%; Grade 4- 95%; Grade 5- 90%.) We have room to grow towards 100% of our students becoming proficient writers.

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
<ul style="list-style-type: none"> • Explicit teaching of a variety of mental math strategies (think aloud, model); • Strategies displayed on anchor charts in the room and referred to frequently; • Adjust assessment tools to allow room for descriptive feedback tied to curricular competencies (Communicate math thinking clearly and in a variety of ways; Represent mathematical ideas in concrete, pictorial, and symbolic forms); • Daily use of number talks; • Collaborative Inquiry in Learning Math Year 1 in 2019; • Balanced Numeracy programs • Rhymes/poems; • Accountable talk in writing and reading activities; • Daily guided reading in all K-3 classrooms; • Regular use and moderation of running records for students of interest (FACES marker students); • Balanced literacy programs to be established for reading and writing (modelled; shared; interactive; guided; independent) in all grades; • Computers available for reluctant writers in intermediate classrooms; • PBIS lessons for September (alignment and common expectations/language); • Direct teaching/lessons around: growth mind-set; self-regulation strategies; common language to articulate how students are feeling and whether or not they are 'calm, alert and ready to learn') • Parent book clubs during the school day (Raising Human Beings-Greene); • Parent lending library and preschool resources available in MPR; • Modelling of expectations in all areas of the building (PBIS) and students highlighted for being 'ROYAL' at assemblies; • SEL room used as space for co-teaching whole class self-reg strategies; break space (proactive); soft starts offered for small groups as needed; 3 step calm down routines for small groups as needed; self-reg circuits in school with common language and teaching around them (2); • Second Step; Calm Kits; rich mentor texts for building common language around self-reg with all staff and students; 	<ul style="list-style-type: none"> • PBIS/SEL committee to meet monthly and plan next steps for schoolwide common expectations and SEL • SNAP math assessment tools used 3X a year; • Moderate student thinking in Math to set next steps for learning and task development; • Collaboratively build pedagogy and content knowledge in mathematics (inquiry) throughout year; • Number talks weekly in all classrooms; monthly is assemblies; • CR4YR Year 2; • FACES team meetings every 3 weeks; • Home reading program (RAZ kids school-wide); • Lead teachers in projects to share out at staff meetings; • Connect LLC co-teaching to critical literacy and purposeful writing opportunities; 	<ul style="list-style-type: none"> • Math curriculum helping teacher to support collaborative inquiry into learning mathematics; • Professional resources/references included in weekly staff memos; • Professional book club for staff throughout the year during staff meetings (Onward by Elena Aguilar) • Words Their Way resource • Reading Intervention groups after school (intensive support); • LSS support using Levelled Literacy Intervention kits for struggling readers; • Staff to share out use of apps and programs to support writing at staff meetings; • District Staff (OT and SEL) partnering with two pilot classrooms and building capacity among all staff at staff meetings throughout the year

Progress and Impact (How do you know?)

- SNAP assessment tasks given to all students in Sept. March and late May;
- Classroom assessment data and anecdotal observations will show an increased enthusiasm for mathematics;
- Report card data will reflect increases in student achievement over time;
- % of student FM or EE in Reading will improve by Term 3 2020;
- PM Benchmarks will show increase in reading levels for all students K-3; especially for students targeted as FACES students;
- Improvement in student writing so that it is clearer and easier to understand by all who read it; Grade 3 Write will show improvement in % achieving FM and EE, as well as report card data for all grades;
- Reduced number of students disengaged in their learning as measured by observation and conversation;
- Student self-assessments and teacher assessments in the competency of personal awareness and responsibility reflects improvement for all students over the course of the year;
- Self-assessment visual for students to do 'check ins' and 'check outs' independently;
- Student conferencing; use of consequence mapping and thinking papers;
- Number of SBT referrals seeking support at a Tier 2 or 3 level for SEL



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE

<p>Connections to the Aboriginal Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Increase school completion of Aboriginal students; 2. Increase cultural pride in Aboriginal students 	<ul style="list-style-type: none"> • Increase school completion by providing our Aboriginal students with opportunities to increase their conceptual understanding of numbers and operations; thereby increasing their foundational skills and confidence to continue to pursue mathematics in middle and high school levels; • Early intervention in the area of mathematics is beneficial for all students; Aboriginal students to receive intervention support as needed from Aboriginal education assistant; • Our aboriginal learners will receive small group intervention support weekly with our aboriginal teacher and twice a week with our cultural support worker; • During cultural lunch hours hosted by the cultural support worker, students will learn about the importance of number and number sense and how it is represented in traditional ways
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Improve Early Learning 2. Increase Student Achievement 3. Achieve Excellence in Teaching 	<p>Literacy</p> <ul style="list-style-type: none"> • Balanced literacy programs and personalized teaching and learning for every student; • Use of rich texts for critical literacy discussions; culturally relevant and reflective texts used; • Opportunities for all students to receive early intervention in reading; <p>Numeracy</p> <ul style="list-style-type: none"> • Opportunities for young learners to see themselves as mathematicians and develop deeper, conceptual understandings about numbers and operational sense will provide our learners with stronger foundations when faces with more challenging concepts and big ideas in the intermediate division and beyond; • Improving student achievement in mathematics and achieving excellence in teaching will result from deepening our conceptual and pedagogical understandings of best practices in mathematics; <p>SEL</p> <ul style="list-style-type: none"> • Direct instruction/common language/shared ownership for SEL • Parent/community engagement through book clubs and information sessions
<p>Revised Curriculum</p> <ol style="list-style-type: none"> 1. Core competencies 2. Assessment and reporting 3. Inquiry based learning and integrated technology 	<ul style="list-style-type: none"> • Using a variety of resources and strategies to meet different learning styles. Differentiated instruction. Cross class/team teaching activities; • Introducing math websites and interactive games for learning; • Moderating student thinking in mathematics to increase alignment in assessment practices; • Reporting and assessment practices to reflect core competencies in mathematics; • Self and teacher assessment in personal awareness and responsibility competency.

