



Noel Booth Elementary
Action Plan for Learning 2014 – 2015
Langley School District #35

Names and Signatures of School Planning Council

Parent: Parent Name Sarah Post *S. Post*

Parent: Parent Name Nico Bok *Nico Bok*

Parent: Parent Name _____

Student: Student Name _____

Student: Student Name _____

Principal: Principal Name Carol Osborne *C. Osborne*

Board Approval

Suzanne Hoffman, Superintendent *S. Hoffman*

Board of Education Chair *[Signature]*

Date Approved February 24, 2015



SCHOOL DISTRICT NO. 35 (LANGLEY)

Action Plan for Learning Noel Booth Elementary

Working together to empower children to
achieve their full potential in a safe,
caring environment.



Shawn Brozer
Nico Bot

Sarah Post
Carol Osborne

School Context:

Noel Booth is a dual track late French Immersion K-7 school serving 301 students. The school is nestled in a beautiful park setting with two interior courtyards. Students have many different opportunities to take “body breaks” and to explore nature. There are 15 teachers and 10 support staff this fall. The population is quite balanced with nearly equal numbers of boys and girls. There are 30 students with aboriginal heritage. 35 students have special learning designations and staff strive to differentiate instruction to meet their needs. Noel Booth is known to be a welcoming community for both students and adults to work collaboratively.

Inquiry Question(s):

How can explicitly teaching reading strategies increase student achievement?

While this is the umbrella question, the inquiry has been narrowed to be more specific at each level.

Early Primary –Which play-based literacy centres lead to increases in student achievement in phonemic awareness and early reading skills?

Grade 2-3 – Which reading strategies are most effective for mastering fluency in reading?
How can students make meaningful connections to text?

Grades 4/5 – How can students improve their reading comprehension by making connections and asking good questions as they read? How can staff teach students to re-read, skim and scan to find information in order to respond to text?

Grades 6/7 – How can students improve their reading comprehension by making connections, asking good questions and exploring inferences as they read?

The school recognizes that staff and students need to continue to focus on reading in the coming year as the school’s FSA results show areas of weakness in reading comprehension at both grade four and seven. Noel Booth students struggled most with the multiple choice questions at both grade levels tested. See appendix 1. The staff’s hypothesis is that students have not had enough experience in the multiple choice format and that in many cases, staff are reading text for them so they lack independence in reading. Staff would like to build stamina in reading so that students can read longer pieces and recall, or review as needed, the information required.

Connections to the District Achievement Contract (DAC):

- ♦ Literacy – the focus of our inquiry is through the Language Arts strand, primarily reading but also some written responses. The focus on literacy skills will impact all curricular areas by increasing comprehension and the students' ability to express ideas.
- ♦ Transitions – our umbrella inquiry is for all students with an emphasis on successful transition from grade level to grade level with the skills they need.

Connections to the District Focus on “Learning, Integrity, Change”

- ♦ Learning and Change – Both the students and staff are required to be learners and acquire new skills in order for progress to be made and an increase in performance to be achieved. As educators we need to look at our instruction and determine what we can provide as best practice to meet the needs of our learners.

Actions:

What are we going to do?

Early Primary

The focus will be on creating meaningful practice through play-based literacy centres so that students are working toward phonemic awareness and early reading skills every day. During read alouds they will be learning to make connections, question and visualize to build comprehension strategies. The K, K/1 and 1/2 teachers are attending a full day Pro-D session in December on the topic of play-based learning. They will meet in the months that follow to compare notes on implementation of their learning.

Grade 2-3

The focus will be on building reading fluency through daily practice in small groups, partner work and independent reading. Teacher-directed lessons on building connections, questioning, visualizing and inferring will be part of whole group instruction and read alouds. These teachers will work together with Sarah Michel, Reading Recovery teacher, on developing reading skills in the most vulnerable readers.

Grades 4/5

Students will build reading stamina by reading longer, more complex texts and responding to text through connecting, questioning, visualizing and inferring. Teachers will model all of these strategies through read- alouds and students will have opportunities to use these same strategies with their independent reading. Multiple-choice questions will be used to develop that particular way of analyzing and re-reading text in order to determine a best answer. Grade five teachers will be able to access Fountas and Pinnell training from district staff.

Grades 6/7

Students will build reading stamina by reading novels and more complex non-fiction texts with increasing independence. They will demonstrate comprehension by responding to text through connecting, questioning, visualizing and inferring. Transformation, the idea that our thinking can be transformed through reading, will be introduced through discussion and by addition to literature circle activities. Teachers will model all of these strategies through read- alouds and students will have opportunities to use these same strategies with their independent reading. Multiple-choice questions will be used to help students to develop that test-taking strategy in reading.

Collaboration Days

We have six collaboration days that will allow teachers to work with teachers from Noel Booth school and other schools.

What resources do we have?

We added \$ 6000 worth of guided reading books to our collection.

We pooled and organized all the school's home reading books so that each class has a greater selection of books for at-home practice. These books are stored in a central location near the library.

Each class will have home reading parents who will help students to choose and sign out just-right level home reading books.

Reading Power Program – all staff have the Reading Power poster and access to the fiction and non-fiction teacher's guides.

Reading Power books in the library are all coded so that teachers can easily find books to match the reading strategies.

We have 4 Fountas and Pinnell Assessment Kits so that teachers can keep up-to-date on reading levels and guide instruction accurately based on student needs.

How are we increasing our staff capacity and collaboration?

Our staff meetings will include 15minutes of reading instruction pro-d and/or time to share successes in reading.

Our half-day Design and Assessment Day, Feb. 6 will be an opportunity to work on professional development around reading. Carol will do a session on non-fiction reading and teachers will work together to find and create resources to support instruction around using non-fiction text.

How are parents becoming partners in our efforts?

We have two parent evenings planned to help parents to understand how to help their beginning readers to be successful and how to keep their older readers in the habit of reading for pleasure on a daily basis.

All primary classes will have parents support our home reading by having them do the daily sign-out.

Evidence:

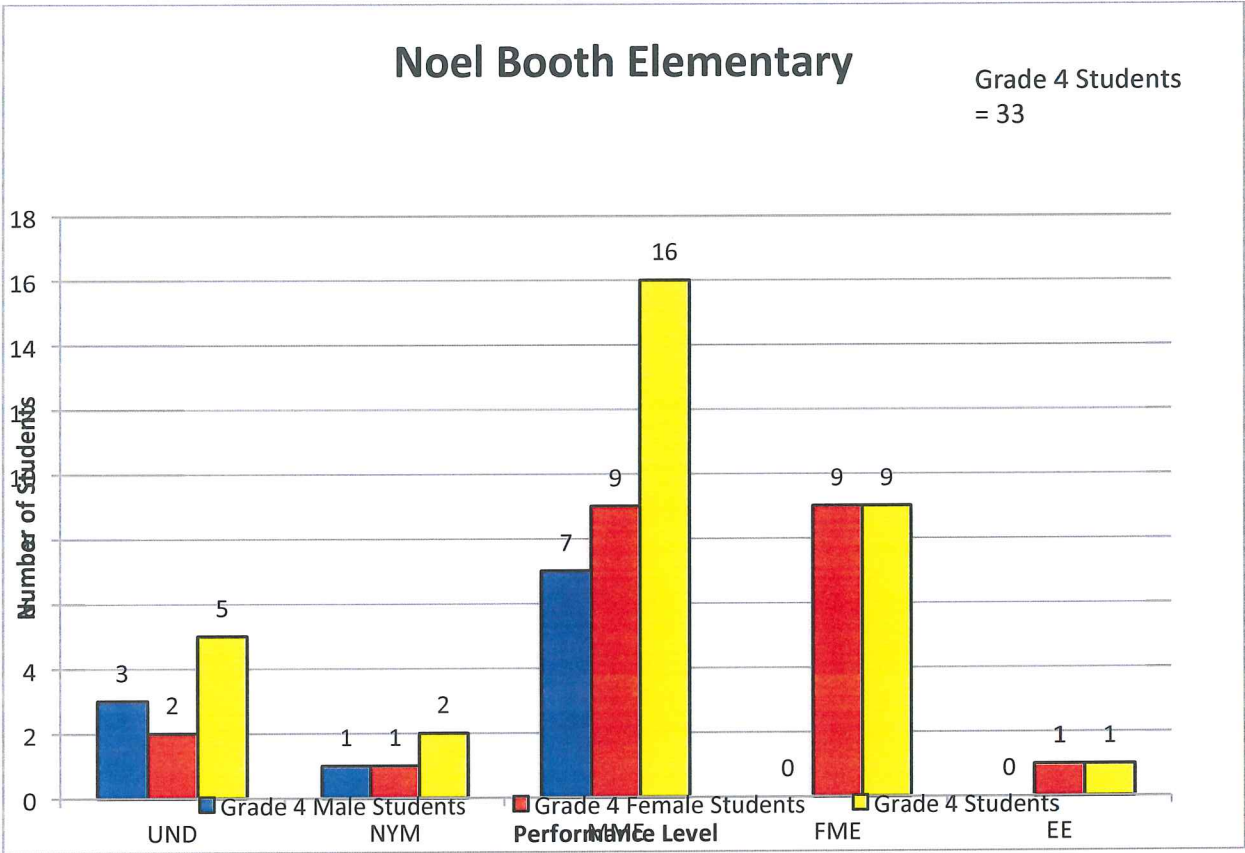
- ◆ The staff will include data from:
 - Benchmark assessments
 - Fountas and Pinnell assessments
 - FSA results grades four and seven
 - Formative and summative assessments of class work
 - Teacher observation and report card outcomes
 - Reading Recovery progress reports

Reflections:

As we undertake implementing the changes to our instruction, reflect on the collected data and discuss our observations of student growth, as well as educational practice, we will be able to reflect on the following:

- **What did staff learn?**
Staff learned that focusing on thinking about reading was both difficult and important for our students. They wanted to continue to answer “on the line” or literal questions that are easy rather than thinking deeply.
- **What are our key findings?**
Noel Booth students can answer written questions successfully but it is clear that multiple choices questions based on three reading passages was much harder. It is unclear whether it is due to the amount of reading or the format of multiple choice.
- **How did the year go?**
It was a pleasure to explore reading instruction at our staff meetings and to share techniques and strategies. Most students can effectively use the reading power strategies of connecting, visualizing and questioning. The older students are familiar with inferring as well which is essential to reading comprehension.
- **What does the evidence tell us?**
The evidence tells us that the students are not yet where staff would like them to be in reading. Some grade one students are not reading at grade level. Many of our intermediate students are not reading fluently and independently and have become accustomed to having someone read longer passages to them.
- **How did it make a difference?**
Students from K-7 have used the Adrienne Gear reading power strategies and all are able to make connections and ask questions as they read or are read to. They are developing a habit of thinking deeply as they read.
- **What do we need to do differently and what are we willing to let go of?**
Staff need to use the Fountas and Pinnell assessment consistently in the intermediate grades and use that information in order to guide reading instruction.
- **Where do we go from here?**
Staff will attend a pro-d session regarding the development and implementation of play-based learning centres as well as the necessary materials. Money has been set aside to support the required materials.
The principal created a coordinated schedule that allows primary students to have uninterrupted literacy time every morning with as much SEA and parent support as possible to ensure that the centres and reading groups run effectively.

Appendix 1

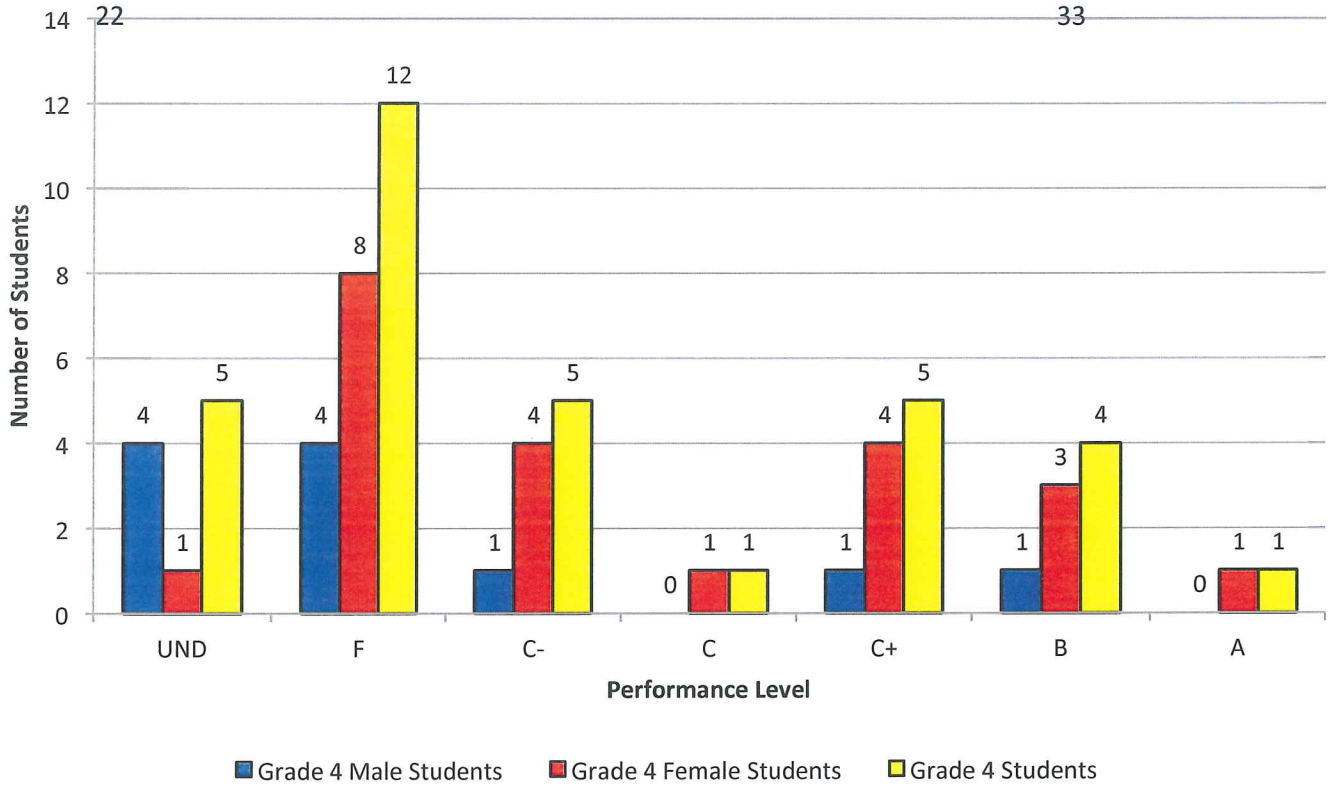


Grade 4 Male Students = 11
Grade 4 Female Students =

Noel Booth Elementary

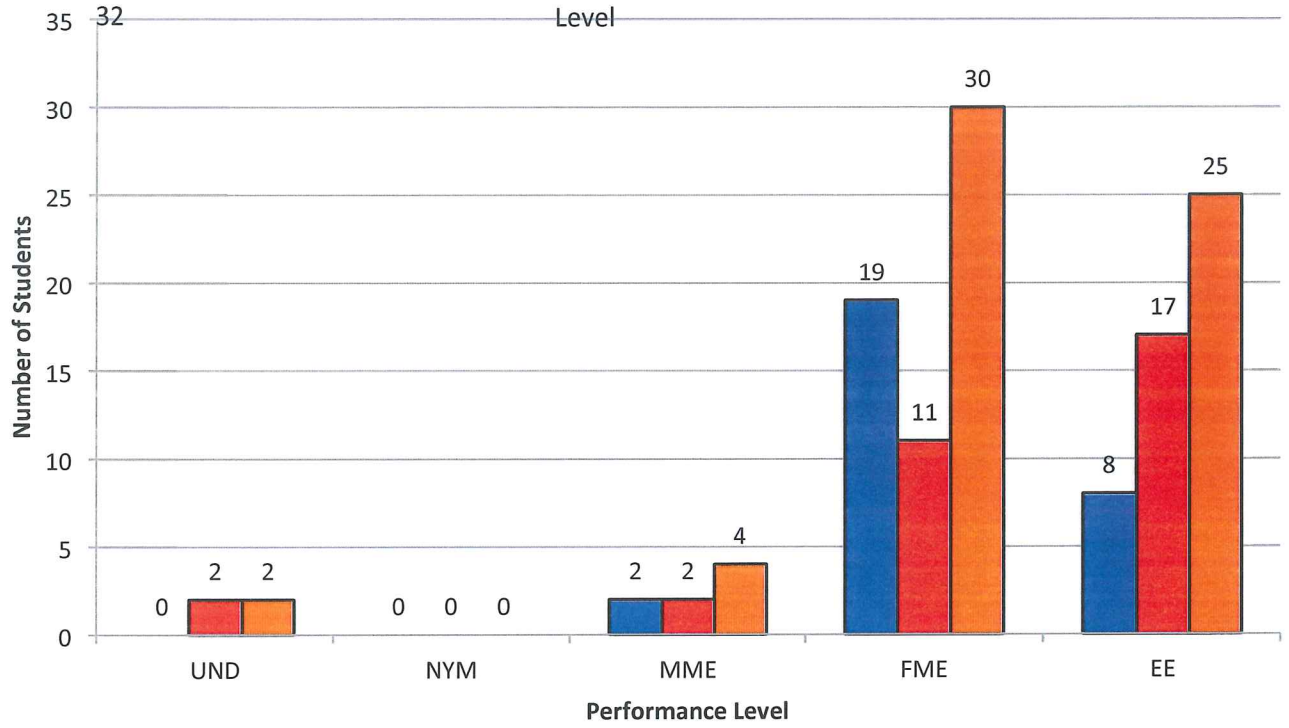
RE MC Letter Grade

Grade 4 Students = 33



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Grade 7 Male Students =
 Grade 7 Female Students =
 RE OE Performance Level



■ Grade 7 Male Students ■ Grade 7 Female Students ■ Grade 4 Students

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