

Simonds Elementary

Action Plan for Learning 2013 - 2014 School District #35 (Langley)

Names and Signatures of School Planning Council

Parent: Parent Name Jenny Day

Parent: Parent Name Tricia McDougall

Parent: Parent Name _____

Student: Student Name _____

Student: Student Name _____

Principal: Principal Name Paula Howe

Board Approval

Suzanne Hoffman, Superintendent

Suzanne Hoffman

Wendy Johnson, Board Chairperson

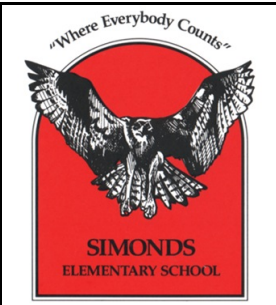
Wendy Johnson

Date Approved

October 22, 2013



SCHOOL DISTRICT NO. 35 (LANGLEY)
Action Plan for Learning
Simonds Elementary
 “Doing whatever it takes for every student to succeed.”



SPC Member #1
 Tanya Rogers (Principal)

SPC Member #2
 Tara Lyster (Parent)

School Context:

Total Students**:		132	% of school population:
Male	74		56%
Female	58		44%
Aboriginal Students:		8	6%
Male	3		
Female	5		
Special Education: (Resource Students)		9	7%
Male	5	Categories:	
Female	4	G1;R1;D3;C1;Q2;H1	
English Language Learners:		6	4.5%
Male	5		
Female	1		

Areas of need:

Anxiety:		39**	30%
Male	19		
Female	20		
Counsellor:		21**	16%
Male	13		
Female	11		
Learning Assistance:		50**	38%
Male	26		
Female	24		
YCW:		69**	52%
Behaviour	18		
Social	24		
Academic	27		
Male	40		
Female	29		
Speech/Language: Therapy Received		8** -7 on the waitlist -8 others pre-referred	6%
Male	6		
Female	2		

**Totals listed are up to March 15th, 2013.

- Simonds Elementary is a K-5 school located in the City of Langley and is part of the Langley Secondary/HD Stafford Middle family of schools.
- The school operates on an annual budget of \$992, 125
- The school faces numerous challenges with declining enrollment and increasing needs that include challenging behaviours, social vulnerabilities and learning disabilities, which continue to increase in the catchment area.
- Parents of preschoolers participate in the StrongStart Centre and at an on-site Preschool that also provides before and after school care.

Inquiry Question:

How can Simonds Elementary School improve the reading achievement of its students?

Target:

- By 2015, all students will be Fully Meeting (FM) or Exceeding (EX) expectations in reading (inclusive of accuracy, fluency & comprehension) for their grades & benchmark assessment results or meeting their Literacy goals as outlined in their Individual Education Plan (IEP).

The following school data has been used to inform the school's inquiry question:

- Cohort Data for its Grade 1 – 5 students 2007-2013
- Grade 4 Reading Foundation Skills Assessment (FSA) Data 2007 to 2013
- Fountas & Pinnell Benchmark Assessment (Grades 3- 5) or PM Benchmark Assessment (Grade 1 & 2) 2008 – 2013
- Kindergarten Upper/Lower Case Letter Identification and Letter Sound Knowledge (beginning June 2013: done in September and June after that)
- Teacher Observation and Qualitative Information (Current)

When the school examined its data, it became evident that although there had been a reading goal for 3 years, there was still a large number of students who Minimally Meet (MM) or who do Not Yet Meet (NYM) expectations in both the Provincial (FSA) and School Based (Benchmark) assessments. This was also confirmed by the teachers when they were asked, "what can the school's students do well and what is the school's greatest instructional/achievement need?"

Currently, the District Achievement Contract (DAC) has goals in the following areas:

- Transitions (improving completion and post-secondary transition rates)
- Literacy (improving literacy skills K to 12)
- Numeracy (improving numeracy/mathematics skills K-12)

The District and this school have been focusing on reading over the past number of years. As a team of educators at Simonds, all of the accumulated results (reading, writing and math) were considered to see if reading was indeed the area that still required the most work/focus for the 2013/2014 school year. The teachers felt that reading still had the 'most bang for the buck' and that further gains in reading achievement should also reflect/show gains in the areas of writing and math.

Actions:

- Formative assessment methods will be used to encourage students to meet high standards and to effectively decode, read fluently and comprehend.
 - Teachers will use rubrics, running records and observations to track student progress
 - Formative feedback from the teachers during small group instruction will be used to encourage students in their use of effective strategies
 - Buddy partners (a 'Daily 5' concept) will be trained to provide formative feedback to each other

- Home reading and small group reading instruction will be implemented at all grades by October 15th
- A school-wide schedule will be provided which incorporates uninterrupted blocks of teaching time to focus on literacy skills and strategies. The Resource schedule will also be aligned to provide additional support during literacy time.
- Teachers will organize and commit to platoon reading groups within the aligned school schedule
- Teachers will meet to talk about reading instruction and goals collaboratively to ensure similar strategies and literacy language are being taught across grades
- Teachers will schedule daily student reading times of high interest text at appropriate levels with follow-up pair/share discussions to reinforce comprehension of text read
- Staff will create and document 'Agreed upon Practices' (see example provided as Appendix #4)
- Staff will commit to bi-monthly collaborative time via Resource allocated block and staff meetings to promote discussions focused around student learning and achievement in support of improved reading achievement of all students
- Staff will commit to small group instruction and the guiding use of Adrienne Gear and Gail Boushey/Joan Moser (Daily 5 & Café) support resources
- Staff will commit to providing 1 hour/day of instructional time focused on small group instruction and the necessary strategies associated with fiction & nonfiction genres. Accuracy, fluency, comprehension are to be targeted at all grade levels.
- To continue the expectation that Guided Reading is used in all classrooms across all grades.
- To continue to use a common timetable so that Resource staff are available during guided reading instruction to support our most vulnerable students.
- To provide further staff development in the areas of: fluency, comprehension, small group reading instruction, differentiated instruction, literature circles, and running records/assessment practices.
- To use Adrienne Gear (fiction and nonfiction reading powers); Daily 5 & Café into our instructional repertoire
- Teacher mentoring/side-by-side teaching model in place so teachers in need of additional instructional practice with small group instruction can see it in action
- Training provided for all parents interested in volunteering to support our Home Reading program. To support this, video clips of teachers modeling picking new home readers and listening to students could be added to our school website
- Buddy reading program school-wide
- Creating 'Reading Cafes' at school to celebrate successes in reading
- All teachers will use one of the agreed upon reading success tracking sheets throughout the year
- Data accumulated from assessing the students during the first week of September to check for summer reading loss, will be reported to parents via Interm Reports being sent home at the end of September.
- Implement strategies at all grades so that
 - Students use the terminology for each strategy
 - Teachers teach strategies to promote each level
 - Students use technology at various stages

What is the school using to measure its success?

- The school will use Benchmark data as assessments for & of learning in September, November, March and June to inform educational practice and teaching.
- The school will continue to measure its success by examining & discussing its Cohort Reading Benchmark Data & FSA 4 results.
- Teachers will meet with the Principal at the end of each Term to discuss achievement of all students but with a focus on the most vulnerable students and the students who have not made any progress (regardless of NYM or MM expectations). Students with IEP goals would be discussed as well at this time, in conjunction with the Resource teacher.
- Kindergarten students will be assessed in September and students deficit in letter knowledge will be targeted via Resource staff
- Staff will support school wide buddy reading times with follow-up class discussions regarding the reading experience
- Using the Library as the center point, school-wide reading contests will be initiated. Teachers will be actively involved in the Langley Book of the Year and Picture Book of the year programs.
- Intermediate staff will commit an upcoming Design and Assessment Day to organizing the Intermediate book room and reflecting on what additional resources will be needed
- Teachers will connect with human resources within the school if required to get added information/practice of small group reading instruction within a classroom setting. Mentoring.

Resources the school will need:

- Teachers will need to apply the specific strategies agreed upon at each grade level to mindfully teach reading skills and processes to students.
- Time in Principal's schedule to provide teacher collaboration time in order to share and develop the resources will be needed.
- Technology – this is an area in need of further development here at Simonds. The Resource Room has purchased an ipad for use next year to incorporate into their programs. A document camera is currently on loan to Simonds from Instructional Services and is shared between the Grade 4 & 5 classrooms. Possible purchasing of earbuds for students.
- Adrienne Gear and Gail Boushey/Joan Moser (Daily 5 & Café) and books associated with these resources
- Purchase on additional non-fiction, high interest books (with boys in mind) – such as the National Geographic 'Ladders' series.
- Purchase additional Literacy Circle novel sets that incorporate Social and Science learning outcomes
- Teachers will apply for professional development release time to observe other teachers from within the school and at other locations (i.e. RC Garnett)
- Purchase the program "Working with Words" – all teachers to agree to not do spelling tests
- Connecting to Instructional Services staff (Kathy Nelson, Ruth Hodgins and Deanna Lightbody) as ongoing supports to our plans
- Purchase of an annual membership to the "Daily 5" website for staff to refer to as a resource

Parents As Partners:

- Parents will become engaged as real audience members in literature circle groups

- When possible, parents will be active participants in supporting school based/classroom based programs such as literature circles, and home reading programs
- Parents will participate in parent-student-staff evenings that are focused on the reading goal and will be provided the necessary strategies for supporting reading at home (Fall/Spring).

School Presentations:

- Wednesday, May 29th at 9:15 a.m.: Welcome to K; Workshop; Ang's Grade 5's; Resource Room; Primary Resource Room (Talking Tables or ?); Learning Assistance; Library in session (Primary Book of the Year?) = variety of small group stuff going on.
- Guests = 1 District Leadership Team Rep; 1 Instructional Services Rep; 2 Trustees

Additional focus questions:

1. Can the continued work and improvements in reading positively affect our students writing and numeracy achievements?
2. Can the focus on self-regulation and mindfulness education positively affect our students overall achievements?
3. Self-evaluation piece?
4. How better utilize big buddy programs to support reading achievement?
5. Data supports that reading development (marked change with the onset of full day K) in primary is working up to the end of Grade 2.

Appendices

Appendix #1: Cohort Reading Data

Current Grade 6's	Grade 1 Benchmark	%	FSA Grade 4 Reading	%	Grade 5 Year End Benchmark	%
NYM	5	15	3	9	3	9
MM	5	15	11	33	9	26
FM	17	52	15	45	7	21
EX	0	0	2	6	15	44
UND	6	18	2	6	0	0
/33						

Current Grade 5's	Grade 1 Benchmark	%	Grade 2 Benchmark	%	FSA Grade 4 Reading	%	Grade 4 Year End Benchmark	%	Grade 5 Year End Benchmark	%
NYM	12	43	8	29	1	4	6	21	TBA	
MM	4	14	1	3	13	46	6	21		
FM	3	11	6	21	12	43	8	28		
EX	4	14	10	36	1	4	9	30		
UND	5	18	3	11	1	4	0	0		
/28										

Current Grade 4's	Grade 1 Benchmark	%	Grade 2 Benchmark	%	Grade 3 Benchmark	%	FSA Grade 4 Reading	%	Grade 4 Year End Benchmark	%
NYM	6	21	3	10	5	17	1	4	TBA	
MM	6	21	0	0	1	3	13	46		
FM	3	10	3	10	11	38	9	32		
EX	12	41	21	72	12	42	5	18		
UND	2	7	2	7	0	0	0	0		
/29										

Current Grade 3's	Grade 1 Benchmark	%	Grade 2 Benchmark	%	Grade 3 Year End Benchmark	%
NYM	7	32	5	23	TBA	
MM	4	18	0	0		
FM	0	0	3	14		
EX	10	45	14	64		
UND	1	5	0	0		
/22						

Current Grade 2's	Grade 1 Benchmark	%	Grade 2 Year End Benchmark	%
NYM	4	17	TBA	
MM	2	9		
FM	3	13		
EX	14	61		
UND	0	0		
/23				

Appendix #2: Cohort Reading Data (simplified by %'s only)

Current Grade 6's	Grade 1 Benchmark %	Grade 4 FSA %	Grade 5 Benchmark %
NYM/MM	30	42	35
FM/EX	52	51	65

Current Grade 5's	Grade 1 Benchmark %	Grade 2 Benchmark %	Grade 4 FSA %	Grade 4 Benchmark %	Current Grade 5 Benchmark %
NYM/MM	57	32	50	42	52
FM/EX	25	57	47	58	48

Current Grade 4's	Grade 1 Benchmark %	Grade 2 Benchmark %	Grade 3 Benchmark %	Grade 4 FSA %	Current Grade 4 Benchmark %
NYM/MM	42	10	20	50	31
FM/EX	51	82	80	50	69

Current Grade 3's	Grade 1 Benchmark %	Grade 2 Benchmark %	Current Grade 3 Benchmark %
NYM/MM	50	23	39
FM/EX	45	78	61

**The following two cohorts have benefitted from the change to Full Day Kindergarten:

Current Grade 2's	Grade 1 Benchmark %	Current Grade 2 Benchmark %
NYM/MM	26	48
FM/EX	74	52

Current Grade 1's	Current Grade 1 Benchmark %
NYM/MM	30
FM/EX	70

Appendix #3: Current Reading Benchmark Results (2012-2013 School Year)

Div. 1		Nov.	#	%		March	#	%	
Grade 5	NYM (<T)		9	32			6	22	
/27	MM (T,U)		7	25			8	30	
Instr.	FM (V,W,X)		10	36			8	30	
	EX (Y,Z)		2	7			5	18	

Div. 2		Nov.	#	%		March	#	%	
Grade 4	NYM (<Q)		6	21			5	17	
/29	MM (Q,R)		7	24			4	14	
Instr.	FM (S,T,U)		11	38			12	41	
	EX (V+)		5	17			8	28	

Div. 3		Nov.	#	%		March	#	%	
Grade 3	NYM (<N)		5	26			1	6	
/18	MM (N,O)		4	21			6	33	
Instr.	FM (P,Q,R)		10	53			8	44	
	EX (S+)		0				3	17	

Div. 4		Nov.	#	%		March	#	%	
Grade 2	NYM	<16	6	26		<18	6	26	
/23	MM	16-17	8	35		18-19	5	22	
Ind.	FM	18	2	9		20	3	13	
	EX	19+	7	30		21+	9	39	

Div. 5		Nov.	#	%		March	#	%	
Grade 1	NYM	<3	5	21		<6	0	0	
/23	MM	3-5	8	33		6-10	7	30	
Ind.	FM	6-8	7	29		11-13	5	22	
	EX	9+	4	17		14+	11	48	

Appendix #4: Sample of 'Agreed Upon Practices' documentation

Reading Assessment Practices

1. September 30th (baseline) - instructional
2. November 30th (Term 1) - instructional
3. Mid March (Term 2) - instructional
4. Mid June (Term 3) - independent

Primary

1. All assessments (except for final one) = use blue/green PM Benchmark Kit or Fountas & Pinnell Kit
2. Final assessment = orange PM Benchmark Kit for District purposes - convert to equivalent Fountas & Pinnell levels.
3. Fiction & non-fiction - for each term, choose selections from each option
4. Teachers should be responsible for 80% of the one-on-one assessments. SEA's could assist but please have them do only assessments on students who are fully meeting or exceeding expectations.

Intermediate

1. Fountas & Pinnell kit
2. Fiction & non-fiction - for each term, choose selections from each option
3. Teachers should be responsible for 80% of the one-on-one assessments. SEA's could assist but please have them do only assessments on students who are fully meeting or exceeding expectations.

Both

1. Fluency - use scale. Fluency should be smooth and not affect decoding skills or comprehension skills.
2. Comprehension - if able to read with few mistakes but is unable to comprehend, you must go backwards until comprehension and decoding skills are matched. To determine independent/instructional/hard levels, see charts in assessment guides (green kit, p. 45; blue kit p. 47)
3. We are experiencing troubles with consistency, so staff need to adhere to training practices and agreed upon standards.
4. Ensure you understand how to properly code and use the kits as they were designed. The information provided is only as good as the person providing the assessment and marking the assessment.
5. MSV - only for the bottom 20% or students you are unsure of. This information provides necessary information to help inform how to best teach to the students needs.
6. The direct teaching of skills is to occur at all grade levels.

7. Small group reading instruction is essential for all students, all the time via Guided reading or Literature Circles in which differentiation is imbedded into the group. Small group instruction should occur a minimum of 3-4 times a week.
8. There shouldn't be "fill in the blank" comprehension practices in practice at Simonds.
9. Group novel studies should be limited and if used should show incredible differentiation to meet the needs of all students.
10. A school wide approach to 'spelling' is to be followed; including that we have agreed as a staff not to provide spelling tests.
11. After Term 1 and Term 2, teachers will meet with Principal for 10 - 15 minute meetings to consider student progress - what has been working and what hasn't been working; what needs to be done to help student achievement in each grade, etc. Collaborative dialogue will continue during Resource Collaboration Teacher time.