



Douglas Park Community School
Action Plan for Learning 2014 – 2015
Langley School District #35

Names and Signatures of School Planning Council

Parent: Jennifer Tolonics

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Parent: Cheryl Santer

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Principal: Esther Schmit

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Board Approval

Suzanne Hoffman, Superintendent



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Board of Education Chair

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Date Approved

A handwritten date in blue ink, "February 24, 2015", written over a horizontal line.

	<p>SCHOOL DISTRICT NO. 35 (LANGLEY)</p> <p>Action Plan for Learning Douglas Park Community School</p> <p><i>“Together We Succeed”</i></p>		
	<p>Jennifer Tolonics Cheryl Santer Esther Schmit Jessica Brooks Sam Shepherd Teacher</p>	<p>- parent - parent - Principal - Teacher - Reading</p>	

Monday, December 1, 2014

School Context:

Douglas Park Community School Student Population (*Based on October 2014 BCeSIS Data)		
Total Students		215
Male	105	
Female	110	
Aboriginal Students (17%)		37
AB Male	21	
AB Female	16	
Special Education (13%)		28
SE Male	21	
SE Female	7	
English Language Learners		67
ESL Male	32	
ESL Female	35	
Core French		50
CF Male	22	
CF Female	28	

Douglas Park Community School is located near the center of Langley City. The school is part of the HD Stafford Middle School and the Langley Secondary family of schools. The school has several families living below the poverty line. 18 % of the school population self identifies as having aboriginal ancestry, 13% carry a Special Education identification and 35 % are ELL. The school is designated as an inner city school and has a significant number of single parent families. The school has a much higher than normal percentage of students who require special needs support and behavioral interventions, due to the nature of the neighbourhood. Using the District’s vulnerability guidelines, 81% of our students are considered to be *vulnerable*. The school operates on an annual budget of \$1,500,000. The school is starting to

slowly grow due to new construction in the area and enrollment is expected to rise over the next five years.

Being a community school, there are a number of supports and interventions in place to better support the needs of students. The school has a balanced calendar to alleviate the “summer slide” that occurs in most schools. During the November and May intersessions, the ELL teachers provide a reading camp for students. When funding is available, sessions are also held for the non ELL population. The school calendar has been altered to dismiss early on Wednesdays so that Explorations are available for the intermediate students. We are sometimes also able to offer the opportunity to participate to our grade 3s. There is a variety of enriching experiences such as woodworking, choir, athletics, art, gardening and games that the children would otherwise be unlikely to experience. The school houses a Strong Start Centre and is host to the school district’s IPals and Little Feathers program.

The Douglas Park Community Association provides a great deal of financial support as well as providing the this support and manpower to provide a breakfast program that feeds approximately 70 students every morning. A Daycare and The Boys’ and Girls’ Club are also on site. The school has a longstanding working relationship with Big Brothers and Big Sisters. A vibrant Read to Me program has existed for the early primary students for many years.

Being an Inner City school, a good deal of time and energy is spent tending to the basic needs of our students: breakfast and lunch program, a clothing room and co-ordinating with community groups such as the Boys’ and Girls’ Club, Big Brothers and Big Sisters. This year we will also be hosting the Parent Child Mother Goose Program in an effort to effect positive change in the children of the preschool community. Many of the families of our students struggle with the English language either because they are non native English speakers or because they lack basic literacy skills. As a result, it is often difficult to get parents to support their child academically at home. We have used the additional CUPE minutes to have an after school Homework Club three times a week. The attendance is growing steadily as students begin to appreciate the benefit it holds for them. Finally, this year Langley Gymnastics has sponsored classes to attend weekly sessions. This has been enjoyable and also very motivating for the students.

Inquiry Question:

How can the school ensure that all students are reading at grade level by the end of the year? *With the support of a side-by-side teacher and consistent implementation of daily Guided Reading, can we increase both their skill and passion in learning to read?*

Target

- 13/35 (35%) of our grade fours were *Not Yet Meeting* on the 2014 FSAs and the district average was 11.5% in 2011. We will meet or exceed the district average in 2015
- By June 2015, 90% of students at Douglas Park will be Fully Meeting (FME) or Exceeding (EE) expectations on Reading levels, or meeting the goals of the Individual Education Plan (IEP). We will maintain this 90% success rate at the intermediate level.
- In responding to the question “Are you getting better at Reading?” 30% of our grade four students replied *many times* and 46% replied *all the time*. This is almost identical to the district results. We would like to see 100% of our students fall in to one of these two categories when surveyed this year.

The following school data has been used to form the school’s inquiry question. We will continue updating this data over the next year to compare:

- Grade 4 Foundation Skills Assessment (FSA) Data
- Classroom Reading Levels from September 2014 (Grades 1-5) March and July
- Satisfaction surveys from Feb. 2014

Rationale

When the school examined its data, it was very evident that there are a large number of students in all academic work (specifically Reading, Writing, and Numeracy) that were Minimally Meeting (MME) or Not Yet Meeting (NYM) expectations in both the Provincial (FSA) and District assessments. The teaching staff has spent a number of years recently focusing on the goals of Writing and Reading. Each time they made temporary gains but nothing that has been sustainable. Last year the focus was Self Regulation as the staff felt it was essential to develop self regulation before any *sustainable* academic changes could occur.

Reading was selected as our focus as students must be able to decode and comprehend texts, in order to be able to successfully complete content area subjects such as Science, Socials and Math Problems. In order to ensure overall academic success, we must put into place what is widely regarded as *Best Practice: Guided Reading (grades 1 – 5) and Phonemic Awareness (kindergarten)*

The District uses the Graduate Profile as the vision for its students. Under the title of **Skilled and Knowledgeable Learners** it states that students should demonstrate high standards of performance in reading, writing, listening and speaking; mathematics; the natural, applied and social sciences; the fine arts; the applied skills and information technologies. This year we are focusing on the first of those abilities as success there will lead to success in all other areas.

Actions:

- **What are we going to do?**
- MINDUP was implemented in *most* classrooms last year. We will continue to work on improving self-regulation as a means to better to able to improve academic learning.
- core breathing, a critical element of MindUp, will be conducted in all classes three times a day.
- Teachers collected baseline data in September 2014 as to the reading levels of their students. This data will be compared to data that will be collected in the spring.
- All student reading data will be posted in the staffroom so that all staff are aware of the “big picture” .
- Teachers will implement Guided Reading on a *daily* basis.
- Kindergarten classes will implement Phonemic Awareness lessons.
- A side-by-side reading teacher will double the amount of reading instruction we can provide and also work with teachers to ensure that the instruction is of the highest quality.
- Ensure that appropriate and leveled reading materials are in all classes.
- Through collaboration, some teachers will focus on developing site words with their classes at an appropriate grade level.
- The school has purchased a subscription to Raz Kids so that they can access leveled reading material online.
- Fifteen iPads were purchased at the end of last year and these now allow us to have three sets of five iPads available for literacy centres
- Teachers are being encouraged to use dynamic word walls in their classrooms
- We have enthusiastic group of volunteers that form our Read to Me program for our primary students
- A “Read Box” has been set up so students have access to reading materials as the library is only available one day a week.
- A school wide reading program has been implemented to create enthusiasm around home reading. Certificates and prizes are given for attaining various numbers of nights read
- Beginning in December, we are having “reading celebrations” so that students select which *read aloud* they wish to hear. All enrolling teachers have agreed to participate. Primary teachers will read picture books and intermediate teachers will read the first chapter of an engaging novel.
- Primary teachers will participate in Langley Picture Book of the Year.
- One of the primary teachers, Jennifer Espin, is going to lead the Pals program at our school this year.
- Our most at-risk intermediate students will work on Lexia which is an online reading program tailored to their needs

- **What resources do we have or need?**

WE HAVE:

- We have a 1.0 LIF funded side-by-side reading teacher: Samantha Shepherd, supporting all teachers and their students. She is working with 3 – 4 classes for 10 weeks at a time. She is also supporting teachers in implementing Guided Reading.
 - The goal is to have *two* reading groups being conducted every day in each of these three / four classes
- We have a 0.3 Reading Recovery teacher: Lauren McLean
- We have acquired 15 iPads which we've organized into three groups of five for teachers to sign out and use as literacy centres.
- Guided Reading kits have been ordered for all teachers without these resources.
- We have the Leveled Literacy kits (levels 1,2 and 3)
- Site licence for Lexia: online reading intervention for our most at-risk intermediate students

WE NEED

- Levelled books need to be ordered to “fill in the holes” in our collection. There is a significant increase to the funds targeted toward leveled materials. We need a substantial number of books in order to conduct a home reading program at every grade level. Students need to have access to books at their level in order to practice reading at home.
- We have ordered two additional Leveled Literacy Kits.
- Every teacher (grades 1 – 5) has received a District created Guided Reading kit.

- **How are we increasing our staff capacity and collaboration?**

- Teachers are taking courses through the school district
- As a staff, we are looking at reading for a portion of each of our staff meetings
- LIF side-by-side reading teacher who, where necessary, assists teachers in adopting best practice by coaching them so that they can then continue on independently
- Jennifer Espin will receive training from Kathy Nelson at the SBO pertaining to the Pals program
- Our grade ¾ teacher will receive training at the SBO on conducting running records.

Reflections: Next year, staff will answer the following questions in May, 2014.

- What did we learn? What are our key findings? How did the year go?
- What does the evidence tell us? How did it make a difference?
- What do we need to do differently and what are we willing to let go of?
- Where do we go from here?

School Presentations:

- We look forward to a visit of the Trustees and the District Leadership Team
- We will walk around school and see initiatives in action that we have started already.
- There will be less presentation of plan and more viewing of our school in action.