



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

Names and Signatures of School Planning Council

Parent: Kayla Friesen (SPC)



Parent: Julie-Anne Jackson (SPC)



Student: Liam Mollan, Gr. 7

Liam Mollan

Student: Emma Prupas, Gr. 6

Emma Prupas

Principal: Derek McCracken

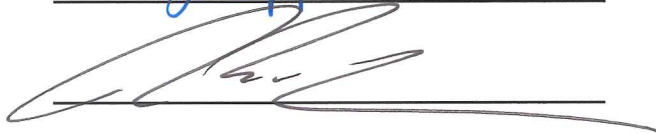


Board Approval

Suzanne Hoffman, Superintendent





Board of Education Chair



Date Approved

February 24, 2015

	SCHOOL DISTRICT NO. 35 (LANGLEY) Action Plan for Learning Glenwood Elementary Working together, we enable students to become self-sufficient, contributing community members.	
	Kayla Friesen Julie-Anne Jackson	

School Context:

- Glenwood Elementary is a small rural school at the corner of 208th St. and 204th Ave in the Fernridge area of Langley.
- As of November 2014, Glenwood has an enrollment of 150 students in six divisions. With the exception of Kindergarten, every class is split (Division 3 is a 3/4/5 split). There are 73 primary students and 77 intermediate students.
- Glenwood has an enrollment of 15 aboriginal students in 2014-2015 (10.0 % of the total population).
- Glenwood has 25 identified students (16.6 %) in 2013-2014. Currently there is one student pending investigation.

Inquiry Question: (All Grades)

What practices can we employ in our various assignments to improve reading performance?

Rationale:

The main focus in our previous Action Plan was to impact reading performance by helping students to self-regulate. While the self-regulation strategies were worthwhile and had a positive impact on classroom climate, we felt that we needed to focus more directly on our teaching strategies to impact performance, and that self-regulation is a strategy, among others, to assist with that impact.

Actions:

School-wide:

- Complete school-wide reading assessments to establish a benchmark of students' literacy skills.
- Identify the 'at risk' readers in each division.
- Conduct Guided Reading groups.
- Conduct running reading records.

- Our Aboriginal support worker, in collaboration with classroom teachers, will offer reading support to struggling aboriginal students.
- Individual teachers, according to the needs of their class, will continue to use the “Mind Up” program as well as strategies we discussed in our staff book study in 2012/13 of Calm, Alert, and Learning (Stuart Shanker).
- Our Resource teacher and Youth Care Worker are presenting weekly “Zones of Regulation” lessons in 4 divisions in collaboration with classroom teachers. These teachers conduct daily check-ins with their students.
- Hold parent evenings/workshops to educate them on reading practices and self-regulation strategies.
- Use our collaboration time to share successes, seek feedback, and determine next steps.
- Include discussions of our individual progress on our Action Plan at each staff meeting.

Primary Divisions:

- Continue to encourage parent participation in the home reading programs and help parents to develop strategies to support their children in home readings.
- Primary teachers are implementing an inquiry on Documentation as an assessment tool (sharing photos and student samples with parents). They want to investigate ways to document reading growth. Running reading records could be one evidence, but they want to continue to explore other ways to document reading growth (perhaps recordings of students as they read).
- Two of the Primary teachers have implemented Daily 5 in their classrooms. One is using Langley’s GRIP (Guided Reading Instruction Process). The GRIP kits were purchased for each Primary division.

Intermediate Divisions:

- The Resource teacher and SEA’s will begin a reading fluency program with 10 targeted intermediate students.
- Intermediate teachers are looking at various reading assessments that have been used throughout the district (DART, RAD, Grade Plus, Benchmark) in addition to the Fountas & Pinnell. They have found the Fountas & Pinnell assessment to be very time-consuming as a means of obtaining benchmark levels at the start of the year; some of the other assessments are quicker to implement. Classroom teachers or the Resource teacher could then follow up with the Fountas and Pinnell for those students who scored low on the quicker assessments.
- Two of our Intermediate teachers are starting to use technology (iPads and laptops) to have students record their reading, play back what they have recorded, self-assess, and re-record for improvement.
- Emphasize “Reading Power” strategies (connecting, questioning, visualizing, inferring, transforming) to improve comprehension.

How do these inquiries connect to...

- **...the District Achievement Contract focuses of Transitions, Literacy (Reading), Numeracy and Aboriginal?**
 - Focusing on reading performance will have a positive impact on student achievement in other curricular areas.
 - Our aboriginal worker is aware and involved in our Action Plan and will work with school staff to support our aboriginal students.
 - Math skills will improve as students strengthen their ability to read and understand the text. At the intermediate level, teachers will include instructional strategies to help students to better understand story problems .
 - As students experience greater success in their academic performance, transitions will improve from primary to intermediate, from elementary school to secondary, and from grade to grade through to graduation.

- **...the District focus on “Learning, Integrity, Change”?**
 - 21st Century Learning practices strongly promote inquiry as a means of engaging students in their learning. Teachers cannot be genuine proponents of inquiry unless they themselves engage in authentic inquiry. Our school-wide goal of improving reading has come about as a result of reflection, discussion and collaboration and a sincere desire to change our teaching practices to impact student results in a positive way.

Evidence:

- Will include quantitative evidence (teacher assessments, district assessments, FSA results) and qualitative evidence (narratives, interviews, anecdotes) that demonstrate student performance.

Resources:

Literacy:

Reading Power, Adrienne Gear

Nonfiction Reading Power, Adrienne Gear

Nelson Literacy Guided & Independent Reading kits (Grades 3 to 7)

RAD assessments (Grades 4 to 7)

Fountas & Pinnell reading assessments

Strategies That Work, Teaching Comprehension to Enhance Understanding,

Stephanie Harvey and Anne Goudvis

The Read-Aloud Handbook, Jim Trelease

National Geographic theme sets (Ancient Civilizations, Shaping Earth's Surface)

Guiding Readers & Writers, Gr 3-6, Fountas & Pinnell

Fountas & Pinnell Levelled Literacy (Kits 1 and 2)

Self-Regulation:

Calm, Alert, and Learning, Stuart Shanker

The MindUp Curriculum, Grades Pre-K-2, Scholastic

The MindUp Curriculum, Grades 3-5, Scholastic

The MindUp Curriculum, Grades 6-8, Scholastic

Zones of Regulation, Leah Kuypers