



**Gordon Greenwood Elementary**  
*If you Believe, You Can*  
*Achieve!*



Action Plan 2021-2022

This is the draft plan that will guide our learning around writing. I refer to reading in the plan due to the strong correlation that exists between reading and writing (as outlined in some of the research) In addition, reading achievement is an area the school needs to continue to monitor. At times, throughout the year at staff meetings, we will look at the various elements (there are 8 elements that guide a successful plan) as I look for feedback and how we as a staff want learning to look. The Plan is fluid and will constantly change as we look to move student achievement forward Furthermore, we respectfully acknowledge that the work being completed takes place on the unceded traditional territories of the Katzie, Kwantlen, Semiahmoo and Matsqui First Nations.

**School Context**

- Gordon Greenwood is located in Northern Langley and serves 371 students from grades K to 7.
- See Data below regarding student population

<b>(2021-2022)</b>		
<b>Gordon Greenwood Elementary Student Population</b>		
<b>Total Students</b>		
Male	209	<b>371</b>
Female	162	
<b>Aboriginal Students</b>		
AB Male	12	17
AB Female	5	
<b>Special Education</b>		
Male	32	40
Female	18	
<b>English as a Second Language</b>		<b>29</b>
Male	15	
Female	14	
<b>International Students</b>		
Male	5	20
Female	14	

## Vision

- **What is your common vision for learning in your school?**

-As a school we have a common vision centered around the Three Block Model. This model has a focus on both the academic and social emotional needs of students through a 3 TIER support stream. As a school we have a common academic vision of improving the literacy achievement levels of students at Gordon Greenwood with a focus on a balanced literacy program. We will be emphasizing elements of Writer's Workshop to move our students' writing achievement forward while focusing on small group reading instruction that is guided by common reading assessments.

- **Our vision is focused around:**

-Improving writing and reading achievement of students at Gordon Greenwood by having a focus on a balanced literacy program and emphasizing elements of Writer's Workshop.

- **How would you summarize your action plan for learning in a sentence or two that explains why it is important for your students?**

-When the school began to examine Cohort Data, Provincial FSA data, and engage in discussions with teachers some concerns started to arise over the number of students who were Minimally Meeting (MME) or Not Meeting Expectations (NME) in writing and reading. As the school continued to gather data at the start of the year through classroom reading/writing assessments it reaffirmed the need to establish an inquiry question around writing achievement. Data being collected both at the school level and district level suggested that we needed to improve students' writing achievement while continuing to move reading achievement forward.

- **How does the APFL align with the District's Framework for Enhancing Student Learning?**

-The school inquiry question around literacy falls in line with the District Achievement Contract that has goals in the following areas.

- Transitions (improving completion and post- secondary transition rates)
  - Literacy (improving literacy skills including writing for K to 12 students)

Feedback from staff in June of 2020.

Vision ~ What are examples of our common vision for learning in our school? For example, how can we continue to work collaboratively to move student learning forward (What structures), Do we still want to be seen as an academic school that excels in reading, writing, numeracy?

- Reading should continue to be a primary focus especially early primary (gr.1)

- Targeting early intervention groups and making sure that younger students have a strong skill base should continue.
- Small group support from our SEAs 4-5 times daily for short periods of time.
- Continuing exploring with what writer's workshop looks like in our classrooms. In primary especially, it is important to build their stamina, independence, and mechanics of writing first before they are able to engage and participate fully with writer's workshop
- Intentionally incorporating social-emotional learning (growth mindset, zones of regulation, etc.) school-wide.
- Use core competencies to distinguish what projects go in what competency type. Use e-portfolios? or Scrapbooks? Use core competencies self-evaluation in TERM 1.

### Team

Learning is holistic, reflexive, reflective, and relational (focused on reciprocal relationships)

• **Who are the key staff members who are driving the action plan for learning?**

• **Who on the team is leading the planning around each element?**

\*\*\* -Their will be fluidity to this as we move and engage in the action plan

**Vision-** Clint Jackson, Ron Dorland

**Team-** Clint, Ron Dorland- Coordinate meetings

Action Plan/RTI Team- Clint J- Principal, Ron Dorland V.P, Pam Simmie Gr.7, Rachel Littler Gr.3, Katie McGifford (ELL teacher), Amanda L. Commons/Prep, Krista Friesen (L.A/Early Lit)

Intermediate Book coordinators and organizations- Cathy Hughes/Amanda Chan-

Primary Home reading coordinators- Alison Armstrong, Ann Sanderson

**Community-** PAC representatives

**Measurement-** Clint Jackson and Ron Dorland (Vice Principal) will compile data and use as discussion points at staff meetings and Pro-D

- *Who are the key staff members who are driving the action plan for learning?*
- *Who on the team is leading the planning around each element?*
- *What role will students have in your planning? How might they be part of the decision-making*
- *How do you involve the district support team in planning, designing and implementing your APFL?*

**Student Learning-** Instructional Services, All teaching staff, Aboriginal Support Worker, Resource team

**Environmental Design-** Clint Jackson, Ron Dorland, teaching staff, Instructional Services

**Financial Sustainability-** Clint Jackson

**• What role will students have in your planning? How might they be part of the decision-making**

-Part of our Actions in the plan is to allow for more student choice in activities/topics

**• How do you involve the district support team in planning, designing and implementing your APFL?**

-Kim Cline Pro-D Sept. 21 Kim Cline working with staff to identify the Actions that we want to guide our future practice

-Sept. 12 and 26, April 9 Meet with Kim Cline to discuss data collection, Question, achievement targets

-We will continue to utilize Instructional Services throughout the year(s) to support our action plan and guide future practice

-Shelly Hegedus.-Writer's Workshop presentation in March- and April, 2020 Two presentations

-Reviewed Gr. 1 reading programs and class instruction to provide support and identify areas needed for balance literacy

- Staff meetings we will bring District Support Staff in to school to help guide discussion and provide support

-Amanda Leech- F.P. after school to review assessment(Oct. 28,2021)

Feedback from staff in June of 2020.

Team ~ Who is driving the action plan for learning at our school?

- We are all involved, Clint Jackson, resource teachers, teachers of all subjects (past and present), data analysis.
- Need also to pay attention to Numeracy
- Grade group collaboration is important- idea is to move to more open ended grade good meetings and collaboration (Ex. Term 1 - where are we going here, what are we doing/focusing on, what are others doing for these units/working well in their units)

## Community

Learning ultimately support the well-being of the self, the family, the community, the land.

### • Who are the community groups most invested in your students' and school's success for your APFL?

-P.A.C, Aboriginal Dept (e.g. Roanne Gibbons), E.L.L. (Katie McGifford)

### • What kind of information will they want to know?

- Data guiding our plan and rational
- Progress of student achievement
- Actions guiding our plan
- Potential Financial support
- Aboriginal Dept- (targeted students in Aboriginal program)

### • What are some ways you already communicate with them? What new communication methods could you establish and sustain?

- Weekly memo- used to be every two weeks and now every week
- Web site
- PAC meeting updates (monthly)
- Aboriginal Dept. (Keeping in touch with targeted families and providing updates on supports, what support at home can look like progress).

### • How might key community members contribute to the strategic planning process (ex. PAC, Police, MCFD etc..)?

- Request of parents (PAC) to help support funding for literacy programs such as Non- Fiction high interest books of interest to generate an appetite in writing

-PAC involved in reviewing the data and in seeing the rationale for Literacy goals  
-Data is shared with the PAC and rationale explained for a continued focus on Literacy. This is done at the beginning of the year and end of the year (progress update). Information They will continue to be informed throughout the process.

Feedback from staff in June of 2020.

Community ~ How have you involved others in the community to support our Action Plan for Learning (literacy- reading and writing) in the school or your classroom?

- Field trips, parent reading, home reading programs
- Communication with parents about their child's learning and collaborating with teachers and SEAs about student progress and next steps along a learning continuum.
- Programs such as Reading Link Challenge, Speech Fest, the play, and even our assemblies encourage students to participate in other activities that incorporate these skills.
- Something we can continue from online learning is the learning platforms used that can also be used at home. For instance, use myBlueprint to document student learning (reading, writing pieces, work they are proud of, improvements).
- Have a school Instagram account that is run by grade 6/7s as a way to show leadership and learn about Digital literacy.
- Give direction to parents so they can guide and support their child's learning (reading, writing, etc.) at home (natural ways to implement learning).
- Team teaching for Writers workshop - especially helpful with lower readings/writers and ELL students, SEA taking lowest reading group in Guided Reading, Indigenous support workers for helping teach Indigenous units/Aboriginal presenters from Districts Junior Achievement for Financial literacy Author's Chair
- Epic Books, (opportunities for Global Read Aloud), free resources online to add to our literary catalogue. IE: biographies.
- Journal articles from Canadian Institute of Reading Recovery.

## Environmental Design

- **How will the physical environment support the APFL?**

- Try to provide furniture and situate furniture in ways that are conducive for collaboration and conferencing (Tables as opposed to desks, rainbow/teacher working tables)
- Use of a variety of furniture, spaces that are conducive to different learning styles (e.g. wiggly chairs, carpet spaces, counter tops, individual white boards)

- **How are schedules and timetables made with the APFL being a driver of those decisions?**

- Working toward master scheduling-Resource/ELL/ support (push-in/ pull out ) based on when literacy being done in class/grade with purpose to support TIER 1 and 2 instruction . Similar times in schedules for Essentials in literacy for same grade groupings (grade 1-2-3-4). Still a work in progress.
- Prep schedules built with Literacy times in consideration
- Built in reteach blocks (for numeracy at this point) in Grades 1-2-3-4 to reteach. 5-6-7 will be built in to model next year
- Tier 2 support for K and 1 with SEA every afternoon (work on specific targeted skills one one). This is protected time and no new essentials are taught at K-1 during this time.
- We encourage core academics (Reading, Writing, Numeracy to take place before lunch. This is something as a school we have always wanted and will continue to do so.
- Wednesday morning support club for intermediates (8:10-8:47) and open gym Monday mornings (8:10-8:40) to help self-regulate students prior to school.

- **How do you plan for technology to support the learning in the APFL?**

- I-pads/chromes in classes to support writing/reading (we have a phase in plan with my PAC starting in 2020. We are replacing tech in subsequent years to update I-pads/Chromes)
- Instructional Services- Kim Cline/Stacey Bernier to work with staff to use various APPS such as Book Creator to support writing goals
- Sandra Averil- Presented at staff meeting (Feb. 6 2020) office 365 and how to maximize its usage
- Use of RAZ Kids as a support in resource/extra practice
- Stacey Bernier- Supporting Tech 2021

- **What norms have been created for a shared understanding of strong collaboration practices?**

- PLC grade grouping once a week for half hour. This is in addition to time provided at staff meetings to extend collab opportunities.
- Built in collaboration at staff meetings -Use digital file that teachers record thoughts/ideas at staff meetings (used as an ongoing and static document that we can refer back to over time. Working as a part of a team (RTI group) to come up with a progress/goal tracking sheet to support RTI work.

- **How are resources shared for the APFL?**

- Essentials in literacy and numeracy being established. This understanding and resource will support targeted teaching in literacy and numeracy

- All division teachers receiving book “The Write Genre” This will be used as guide teachers can use when implementing Writers Workshop in classes.
- Share learning and ideas from Write Genre that will share out learning at staff meetings
- Want to purchase Mentor texts. At this point in time will use Adrian Gear reading Mentor Texts as they have similar characteristics in them that will support Writers Workshop
- Word Works for K-2 and Resource team to build on letter sounds and understanding
- Home reading books to be shared by all primary staff
- All staff received the 'The Next Step Forward' in Guided Reading
- Phonological Awareness

• **What professional learning structures are set up outside of instructional hours for staff to extend their learning?**

- PLC grade grouping once a week for half hour. This is in addition to time provided at staff meetings to extend collab opportunities.
- Staff Meetings- Focus on Action Plan and RTI support?
- Planned meetings with Primary and Intermediates to ensure moving together as a group with our planning (Within first two weeks of school starting)

-Exit meetings at end of the year with Primary and Intermediate groups so that planning can be done going into new school year. This is also a great opportunity to review classroom reading data

-Guiding Coalition-Group consists of Clint J- Principal, Ron Dorland V.P, Pam Simmie Gr.7, Rachel Littler Gr.3, Katie McGifford (ELL teacher), Amanda L. Commons/Prep, Krista Friesen (L.A/Early Lit)

-District Presenters- Shelly Hegedus Writers Workshop/F.P assessments

- Staff get an opportunity to provide feedback on the Eight Pillars of the Action Plan (See example below for an example of feedback)

Feedback from staff in June of 2020.

**Environmental Design ~ How does your space foster an environment that encourages discussions with other staff and students to support our Action Plan for Learning around Literacy (reading and writing) growth?**

- Taking advantage of the spaces we have such as the empty classroom in the primary wing. It would be wonderful to set up that space similarly to the resource room in the intermediate wing. It can be a space that groups are taken, have soft start, have a calm down area, word works, etc.



- Non-covid: sharing tools and resources amongst peers; having books available, math and literacy centres; collaboration between students (groups/partners); tools and materials available for students to differentiate and adapt learning;
- Covid: personal space and supplies; limiting close peer interactions and groupings
- Adaptations, working with the Resource Team, Grade group meetings, flexible seating (rainbow table, high desks, tables), Platooning, collaborating consistently with other teachers on unit plans, and student's abilities
- Lighting in rooms

## Financial Sustainability

### • What are some recurring costs that you can build into the budget to sustain your APFL?

- I have a fund in my budget call "Innovative Projects' that will be used to support Action Plan.
- Also I will utilize funds from district, to support my plan (e.g. bring in TOC's etc. if available). I have done this in the past while working on reading and numeracy goals.
- All classroom teachers (including new teachers I hire) receive book 'The Writing Genre" -All staff received the 'Next Step Forward in Guided Reading'
- Word works for K-1-2 and Resource team approx. \$300
- Home reading for primary to supplement programs
- LLI reading program that resource team and learning assistance team will use. This will come from school budget or through grant applications for Action For Learning

Feedback from staff in June of 2020

Financial Sustainability ~ Are there any costs with things you are learning, implementing and/or providing to students and others in regards to supporting our Action Plan for Learning?

- I pads for every student - personal device or full classroom set
- Licensing fees for programs – e.g. The Orton Gillingham training, A-Z leveled reading books, RAZ kids, IXL, Roots of Empathy, Mathletics, EPIC

### What is the school targeting? What is the school goal?:

#### Our Target

- By June 2024, a minimum of 80% of students will be Fully Meeting (FME) or Exceeding meeting (EE) expectations on school wide assessments. Students on an Individual Education Plan will meet their goals as outlined in the IEP.
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#### Data to Support Inquiry Question

<p>2017-2018 <b>Grade 7's</b>-when in Gr.5</p> <ul style="list-style-type: none"> <li>• Gr.5 DWA (NYM &amp; MME = 26%)</li> </ul>	<p>2017-2018 <b>Grade 6's</b> when in:</p> <ul style="list-style-type: none"> <li>• Gr.5 DWA Total Performance (NYM/MME = 12%)</li> <li>• FSA 4 (NYM &amp; MME = 69%)</li> </ul>
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<p><b>Current Grade 5's</b>-( 2017-2018) on FSA's when in Grade 4</p> <ul style="list-style-type: none"> <li>• FSA 4 (NYM &amp; MME = 48%)</li> </ul>	<p>2018-2019- Grade 6's when in:</p> <ul style="list-style-type: none"> <li>• Grade 5 DWA- 53%</li> </ul>
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-When the school began to examine Cohort Data, Provincial FSA data, and engage in discussions with teachers some concerns started to arise over the number of students who were Minimally Meeting (MME) or Not Meeting Expectations (NME) in writing. As the school continued to gather data at the start of the year through classroom reading/writing assessments it reaffirmed the need to establish an inquiry question around writing achievement. Data being collected both at the school level and district level suggested that we needed to improve students' writing achievement. Data collected from 2016, 2017 FSA's, 2018 District Write all showed that Writing achievement had the highest percentage of students in the NYM/MM categories than achievement in Reading and Numeracy for all age groups assessed. Furthermore, Writing as a school goal ties into our previous school goal on Reading. A continued focus on reading was also needed and ties into district APFL of 80% of students reading at grade level at the end of Grade 3 or meeting their IEP goals. Furthermore, the relationship between reading and writing is well supported and hence a focus on both is important.

### **Relationship between reading and writing**

The relationship between reading and writing is a strong one and people who are generally good at one will usually be good at the other. Both disciplines are vital to learning a new language and indeed communicating in it when fluent.

A strong correlation exists between reading ability and writing ability as identified in the research by Steven Graham out of Arizona State University whose conclusions report that, "Reading and writing correlations are real and are supported by multi-theoretical perspectives. Furthermore, recommendations from major English/Language Arts organizations suggest that in simplest terms, "Reading affects writing and writing affects reading." In 2012/2013 Gordon Greenwood instituted an action plan that focused on improving student achievement around reading. A series of actions were instituted such as common assessment, small group instruction, the purchase of a variety of reading genres/themes and targeting students who were not yet meeting or minimally meeting expectations. School data completed over a five-year period showed that there was an improvement in student achievement in the area of reading, however provincial, district and school data showed writing as an area that was falling behind both reading and numeracy student achievement.

As a school, we recognize the relationship between reading and writing achievement. More specifically, the importance of connecting reading and writing instruction in combination with independent reading and writing instruction. Our understanding is supported by conclusions founded by Steven Graham who recognize the connections between reading and writing achievement but promote the importance to leverage integration where possible, but also the need to dedicate time just to reading and just to writing learning. In recognition of the relationship between reading and writing, as a school we will continue to incorporate reading strategies to move students forward in the area of reading achievement, however our Action Plan will have a focus on increasing students' achievement in the area of writing as well.

- **The District Action Plan for Learning of Transitions, Literacy (Reading Goal)**

The school inquiry question around literacy falls in line with the District Achievement Contract that has goals in the following areas.

- Transitions (improving completion and post- secondary transition rates)

-Support in the area of writing/communication has an impact on a student's chance of completion and success to transition

- Literacy (improving literacy skills including writing for K to 12 students)

-Our goal directly supports necessary requirements for graduation

- **Enhancement Agreement**

-Aboriginal Support Worker and enrolling teaching staff will support literacy by writing about things they observe and read (First Peoples Principles of Learning of traditional stories- Learning is embedded in memory, history, and story). Readings of traditional stories as part of literacy program and readings

-Connecting traditional learning/values and connecting to what is being done in the school academically

-Targeting our students through school wide write, and targeted readers (FSA's etc. also, formative assessment -3 prong approach)

-Aboriginal Support Worker will be shown targeted lists (Reading and Writing) and data results

-Also, Aboriginal Support worker will also keep connected with her targeted/vulnerable students' parents to keep them updated on progress and provide suggestions for support at home. This is in addition to contact classroom teacher makes with parents

***Actions (with consideration given to ABED, SPED, CIC):***

- **What are we going to do in Writing?**

-Continue with a balanced literacy program with Writers Workshop at center of writing plan and conferencing as an assessment tool. This is a key part of TIER 1 interventions as provided specific support and specific learning intentions, choice and opportunity to share (First Peoples Principles of Learning that is focused on connectedness and sense of place.)

-Support ELL learners through one-to-one instruction, push in model where appropriate, and whole class teaching to promote sound Literacy skills (this will involve planning with the teacher) with an intent to enhance teachers literacy instruction.

- Establish Common Language around traits of writing (Ideas, Organization, Voice, Word Choice, Conventions, Sentence Fluency)

-Create a digital folder on one drive- materials, information (one stop shop for staff)

- Common Assessment Criteria for determining levels of our targeted student's Performance Standards) Track progress three times a year (Sept- Feb- May)

-Target students who are not yet meeting or minimally meeting expectations on internal writing assessments.

- Give students more choice in topics

**How are we going to do this?**

-Identify Essential curriculum in literacy, common assessment, and proficiency indicators

-Incorporate strategies that we will use as a school to teach writing

-Writer's Workshop (The four pillars below will be the foundation of instruction for teaching writing:

-Instruction

-Practice

-Conferencing (formative assessment)

-Share

Within the plan, teachers will focus on six traits as part of their learning intentions. These traits include:

- Ideas and Content
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
  
- Regular monthly SBT meetings
- Identification and targeting of students who are 'Not Meeting' or 'Minimally Meeting' using district, school wide and provincial FSA assessments
  - Identify issues
  - Provide interventions:
    - Learning Assistance support
    - Resource IEP's
    - Use of technology (I-Pads) to improve engagement in literacy
    - School Based Team recommendations
    - Recommendations for Summer Learning Programs
- Utilize school and district funds to provide support for students (Special purpose funds that I have put aside in my budget acquire necessary materials that may be necessary)
  
- Resource Support- Use of technology to support writing (dictation and copy diction)
- Baseline tests (school writes) and plan instruction/learning intentions based on trends we see in writing samples/ assessments

**Actions:**

- **What are we going to do in Reading?**

- Identify Essential curriculum in literacy, common assessment, and proficiency indicators
- Master scheduling that doesn't interfere with essentials and ensures supports are being targeted
- Continue with Small group instruction as part of Tier 1 interventions for students in grades 1-7
- Continue to target students in the fall who are NYM/MME and ensure interventions are being implemented
- Support ELL learners through one-to-one instruction, push in model where appropriate, and whole class teaching to promote sound Literacy skills (this will involve planning with the teacher) with an intent to enhance teachers' literacy instruction. ELL teacher has blocked 45-minute block on Friday for push in to support literacy and or collaborate with teacher around reading targets
- Implement Kindergarten assessment (KSP) and identify ways to support students before moving to grade 1
- Word Works for K-1
- Aligning Resource and L.A. support through use of LLI reading program
- Look at how we can better deliver L.A resource time and delivery (more allocation to primary, increase frequency, utilize resource and SEA's differently- L.A will be focused 4 time a week for groups in grades 1-2 with flexibility on needs based. L.A will be targeted 3 times a week at the grades 3-4 level (this is based on budget allocations from year to year)
- Reading recovery type approach 5 times a week for 8- 10 minutes targeted at Kindergarten and Gr. 1 for targeted students on specific skills as identified in KSP or internal assessments (Tier 2 intervention)
- Word Works for K-1 and Resource team
- Tier 2-interventions (reading recovery type of approach to working with targeted K and 1 children and data tracked, L..A. reading groups 4 times per week Gr.2-3 are targets but not limited to).
- Staff, at start of year, will receive updated F.P levels of all students NYM or MME expectations that were taken in June (the previous school year.) Staff will have the names of the targeted kids going into their classroom. The names and scores will be updated after each term.
- Continue to ensure book room has leveled reading resources that are current
- PAC providing home reading materials for primary

- **Resource Interventions for SPED**

- Q designations in literacy- LLI program (recommended from district)) and alignment with Resource programming and L.A programming instead of different programs.
- ADHD/Behaviour(H/R) and Autism (G)- Strategies to calm body, scheduled breaks, in class and out of class supports, soft starts (movement activities, activity of choice), 6 sides of breathing. Crucial for establishing conditions and self- regulation required for learning.

-Struggling readers- Foundational skills for phonics and high frequency words based on assessments that identify areas of need, unity of reading program (use if LLI program for Resource and L.A support)

-Students in Aboriginal program- Aboriginal support worker supporting the reading done in class with extra reading during times with support worker.

-High interest texts/Aboriginal authors available for selection during reading.

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

-I-Pads/chrome books to further support our Learning Assistance program and classrooms

-Literacy Apps

-Instructional Services (Kim Cline) providing us with conferencing forms, and examples of ways students can track or portfolio their work (notebooks/recording books etc.)

- Resources from experts such Ruth Culham, Lori Jameson to support our writers workshop- Everyone will receive "The Write Genre" and everyone will receive 'The Next Step Forward in Guided Reading'

- Digital Folder on one drive

-Need to purchase Word Works levels for K-1-2 and Resource

-Need to purchase LLI reading program

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

-PLC grade grouping once a week for half hour. This is in addition to time provided at staff meetings to extend collab opportunities.

-Built in collaboration at staff meetings -Use digital file that teachers record thoughts/ideas at staff meetings (used as an ongoing and static document that we can refer back to over time.

Working as a part of a team (RTI group) to come up with a progress/goal tracking sheet to support RTI work.

-Action Plan/Guiding Callition Team- Clint J- Principal, Ron Dorland V.P, Pam Simmie Gr.7, Rachel Littler Gr.3, Katie McGifford (ELL teacher), Amanda L. Commons/Prep, Krista Friesen (L.A/Early Lit)

-Sharing of assessment practices and resources- Book Sharing at staff meetings based around book "The Write Genre"

-Sharing of ideas and how staff are implementing Writers Workshop and other writing/reading interventions on Professional Development Days/

-Learning support services providing support of our vision and strategies (reading and writing)

- **How are parents becoming partners in our efforts?**

-Request of parents (PAC) to help support funding for writing and reading programs such as Non-Fiction high interest books of interest to generate an appetite in writing

-PAC involved in reviewing the data and in seeing the rationale for a Writing Goal.

-Data was shared with the PAC and rationale explained for a continued focus on Writing. This was already done at my first PAC meeting at the school on Sept. 12.

-They will continue to be informed throughout the process.

- Funding for Literacy Members in community share stories, folk tales
- Member in our Aboriginal community to share stories of their traditions
- Writing and Reading (Author's Chair) and primary reading with parents in the mornings
- PAC providing funding for Home Reading materials.

## Student Learning:

### • What do you want learning to look like?

- Evidence of teacher having a focus on aspects of writing (transitions, quotes, paragraphing, etc.) Evidence can be seen through students' comments, work opportunities, visually observing intentional instruction
- Opportunities for students in groups/partners to collaborate with one another on writing (practice)
- Small group instruction (feedback/conferencing)
- Opportunities to share work through various forms discussed as a staff (write and shares, Reader's theater, buddy reading, pen pal letters, letters home to parents, letter/memos to members in community)
- Use of technology to support individual differences
- Programs that support writing (Comic Life etc.)
- Classroom set up that supports collaboration and individual work
- Mental Well- being and consideration of the whole individual (First Nations Principals of Learning)
- Learning that supports the Well- being of the self, the family, the community, the land and ancestors through follow up with families, a system of parent/teacher communication.
- System of communication and dialog with teachers and staff around vulnerable learners (Aboriginal Support Worker, YCW, Counselor, district etc.)
- Learning is holistic and focuses on connectedness and relationships through a caring, collaborative class culture that focusses on respect and reaching ones full potential
- Learning involves patience and time by allowing students to work in their own zone of proximal development. Balanced literacy activities and small group instruction are a focus
- Learning recognizes consequences of one's actions by holding students accountable for their work completion and actions

### • What will you see when you walk into a future classroom?

- Evidence of teacher having a focus on aspects of writing (transitions, quotes, paragraphing, etc.) Evidence can be seen through students' comments, work opportunities, visually observing intentional instruction and physical classroom set-up
- Opportunities for students in groups/partners to collaborate with one another on writing (practice)
- Small group instruction for both reading and writing (feedback/conferencing)
- Opportunities to share work through various forms discussed as a staff (write and shares, Reader's theater, buddy reading)
- This will coincide with small group reading instruction and writing around connections to their reading
- Use of technology to support individual differences



-Programs that support writing and reading(Comic Life, LLI reading program for developing readers, Writer's Workshop, Home reading program for primary )

• **What learning activities support collaboration, creation, and innovation?**

-Scheduling that allows for deliberate collaboration between Grade groupings once a week for half an hour

-More choice in sharing as part of the Writers Workshop

- **A**uthor's chair once per term
- Book talks – writing in a variety of ways to share with the class
- Reading to buddies
- Sharing with little buddies
- Publish and put on bulletin board
- Google Docs- share/read/edit with partners and in groups
- Speech for Speech fest – class, school, districts etc.
- 3 or more students share their writing at the end of every writer's workshop session
- Published letters to students across Canada for the Great Canadian Mail Race
- 10 minutes at the end of writer's workshop allocated to sharing
- Speeches coming up
- Allowing time for kids to share what they have written today
- Gallery Walk
- Linking our writing instruction to TUSC (speaking club).
- Class Books (if similar theme/pattern)

• **What are some basic resources teachers might need to get started?**

-Identification of essential content, curricular competencies

-Instructional Services (Kim Cline) providing us with conferencing forms, and examples of ways students can track or portfolio their work (notebooks/recording books etc.)

- Digital Portfolio on One Drive for finding information- This will be ongoing

- Book “The Write Genre” for all teachers to use as a guide and so we can use common language from K-7

-KSP assessment for Kindergarten

-Primary 'Word Works" for K-2 teachers

-Word Works for K-1-2 and Resource Team

• **How do staff assessment practices enhance student learning?**

-In the process of identifying essentials in numeracy and literacy, establishing common assessment (Formative and Summative) and proficiencies

-through weekly built in collaboration use assessment feedback to guide teaching

-In area of literacy we target both writers/readers who are NYM or MME (F.P. and daily formative assessment)  
-Writers are targeted through school wide writes that are assessed through Ministry Rubrics  
-We compare school wide writes in the Fall and Spring to see areas of growth of students.  
-These comparisons all serve as reflection piece on work being done in classrooms  
-Reading- Follow district guidelines for tracking data and assessment. Again results are compared and tracked each term to determine growth of students and success of programs in the school that are intended to support reading achievement.

## Feedback from teachers June 2020

Student Learning ~ What do you want both online and face to face learning to look like to support our Action Plan for Learning at GGE?

- We want to keep MyBlueprint, IXL and Raz Kids
- Use of technology that meets the needs of their students
- Online programs can be used to supplement learning but is not an authentic assessment (ex. Mathletics).
- Teams Office 365 worked very well with the students (layout, handing in assignments)  
Guided reading group meetings worked very well - small groups allowed students to thrive and contribute to the conversation
- Hybrid of teaching seemed to work – Lessons in person and lessons on TEAMS with the use of criteria for student and parent referral.
- UDL- Teaching the skills and strategies of reading and writing. For instance, teach what a dependent clause is, sentence fluency, teach basic paragraph writing. Do this through Writer's workshop--- being intentional to what skills you want them to learn, and build the reflection piece into their assignment e.g. highlight the evidence in your own work that shows (emotional writing by passing paper back and forth).
- Build in specific part of Writers workshop- intentional practise, specific feedback through some sort of conferencing, and using different forms or means to share writing.

## Professional Learning

- **What are your expectations for collaboration related to the APFL?**  
-Discussion with staff (at staff meeting about where our focus should be at collaboration time (areas within Action Plan) and again reinforcing the reasons behind collaboration. When there is an understanding I find there is usually better buy in. We have already stated to have these discussions with individual teachers and as a staff around focus points for upcoming Collaboration Days also memo out to teachers around what makes effective collaboration  
-Google docs showing what people are doing around Collaboration  
-If doing something for Pro-D that is different than district Pro-D than submit a plan to principal

- **How have you set specific, measurable goals that help define what you want learning and teaching to look like and what teacher actions will have the greatest impact on student learning to attain your school goal(s).**

- Identified through various data (FSA's, District writes, school driven data) areas of specific needs in growth

- Comparing results from school wide writes in Fall and Spring using same performance standards

- Discussion with staff around their needs (the WHY)

- Through discussion with staff and help of Instructional Services established key teaching strategy, founded by research, that will guide our writing instruction in class. Writers Workshop will be a model we will follow throughout our grade levels (Instruction, Practice, Conferencing, Sharing) are the key components we have identified as having the most impact on future student achievement

- We have set a target rate of 80% writing at FM or EE in writing

- 80% in reading by end of Gr.3 to align with district goal in reading

- **How are you determining and implementing the professional learning opportunities your staff need?**

- Discussions with staff at staff meetings and in one on one conversations

- Reading/Writing assessments and results to help guide instruction

- Discussions with Instructional Services and areas that will help lay a foundation for best practice based on research

- Discussion points at staff meetings and using feedback and discussions to guide future staff meetings

- Feedback from learning committees

- **What opportunities are you creating for staff to share what they have learned?**

- PLC (collaboration time built into schedules)

- Guiding coalition Team to plan and strategize next steps

- Weekly collaboration and built in at staff meetings to share and collaborate

- Putting aside time at staff meetings for teachers to learn from each other. I will put out specific conversation topics e.g. challenges, successes, how to arrange physical environment  
Digital folder that we will continuously add to as a way to document our ideas throughout the journey

- Sharing of assessment practices and resources at staff meetings

- Shared implementation ideas at staff meetings/Pro-D days- District teachers from Instructional Services (Kim Cline, Stacey Bernier)

- **How can you work with the District Support team (IS, Aboriginal, LSS, ELL) to develop and implement a professional learning plan?**

-Meet with district support team (Kim Cline, Amanda Leech, Shelley Hegedus to utilize her expertise in the area)

-Meeting with Resource team to align learning support, when appropriate with classroom learning

-Meeting with Carmen Eberle to review our resource plan and ways we service students in LA and resource

-Meet with Aboriginal Support worker to discuss her plans and how we can align our visions for student support

## ***Measures (considering ABED, SPED, CIC):M***

- **What are we using to measure our success?**

### **Writing**

-School Wide Write Results

-FSA (Grades 4 and 7)

- District writing assessments

-Qualitative input from classroom teachers.

### **Reading**

-F.P. Primary track cohort data

-Compare FSA's cohorts (e.g. Gr.4 and then when in Gr.7)

### **Measurement:**

- **What do you want learning to look like with your APFL in six months, one year, or five years from now?**

6 months

- Give teachers an opportunity to learn and understand how the 3 Blk Model of learning (Social/Emotional, Planning and Systems and structures come together in UDL.) How the pieces around essentials, connections in school and structures

around scheduling and PLC's are interconnected and support our Action Plan in literacy

- Establish collaboration time weekly for Grade groups
- 6 months to have completed essential curricular competencies in both numeracy and literacy and to have established common assessments and proficiency indicators.
- 6 months establish an accountability piece for our collab groups but keeps the focus on student learning and not on doing paperwork. The focus needs to be on the product in the classroom
- Establish how I want staff meetings to tie into our weekly collaboration
- Establish a master schedule that utilizes sources to support TIER 1, TIER 2, TIER 3 learning
- Educate working groups (staff around RTI)
- Establish weekly block with support teacher such as ELL teacher to work with teachers to support reading programs/instruction
- Buddy walks and Angel buddies to enhance Connections (Social Emotional learning)
- Continued use of Writers Workshop structures to support writing
- Continued small group/targeted reading instruction

One Year

- Continue to refine master schedule
- Working Groups to support direction of Action Plan/RTI
- Continued use of Writers Workshop structures to support writing
- Continued small group/targeted reading instruction
- Establish reteaching blocks in Grades 1-7 to support numeracy

5 years

- fully integrating writers' workshop into program in class
- Learning that fully supports the holistic well-being of the child through the implementation of the 3 Block Model (compassionate/caring class, inclusive instructional practice, and systems and structures in place that will support 3 Block models)
- Systems and structures within first year with further refinement of structures as years go on and we learn and grow as a school community. These structures such as delivery of ELL, Resource support, SEA support, enhanced intensity/program delivery of L.A support that support TIER 1-2-3 learning

• **What examples of disaggregated data do you provide in your APFL?**

-School wide writes that shows ELL/International, IEP, Aboriginal breakdowns which will help break down data to get a more granular view of data

- Reading data form that tracks F.P. scores at end of each term
- Tracking of cohorts on FSA's

- **When you walk into a classroom that best represents your APFL, what will you observe?**

**Evidence that learning is holistic, reflexive, reflective, experiential, and relational:**

- There is a strong healthy relationship between teacher and learner. The relationship between teacher and learner is often considered one of the primary indicators of student success
- Integrating family (including extended family) and community members into the learning experiences in classrooms and schools (e.g. through practices and processes such as Author's chair, parent reading mornings). Students sharing writing intentionally to an audience (evidence being seen through Author's Share, Displayed on walls, journals that show parent interaction, pen pal letters, buddy reading within the school where students share their writing to one another
- Developing cross-curricular learning experiences for learners in areas such as science/socials
- Ensuring learners see relevancy in what they are learning through specific learning intentions/curricular competencies
- Providing choice and flexibility in activities/writing so that different aspects of the whole self can be attended to. For instance, using Writer's notebook to reflect and revise over time
- Learners are developing the skills they need for effective self-reflection.
- Creating collaborative and cooperative learning opportunities through use of Lit circles/guided reading groups with teachers and with roles within the literature circles through use of peer editing
- Conferencing with specific feedback based on previous instructions and suggestions from teacher (formative assessment)
- Teacher providing instruction specific to writing needs 2-3 times a week
- Evidence of balanced literacy and small group instruction

- **What are the key changes you want to see, and how might you measure them**

- Intentional writing instruction that focusses on aspects of writing that are needed and identified through assessments(e.g., Transitions, paragraphing)
- An opportunity for students to practice their writing using various forums and with an opportunity to choose within this forum
- Opportunities to spend time editing writing with a specific focus

- Conferencing with teachers that has specific directions and feedback based on previous instruction
- Students having various forms to share their writing- doesn't have to be edited versions work they are proud of and to various audiences (e.g., classmates, buddy classes, parents/adults/Author's Chair)
- A focus on the 6 writing traits outlined below:
  - Ideas and Content
  - Organization
  - Voice
  - Word Choice
  - Sentence Fluency
  - Conventions

### Feedback from staff June 2020

Measurement ~ 1. What are your hopes for learning to look like reading in six months, one year, or five years from now? 2. What are your hopes for learning to look like with writing in six months, one year, or five months from now? 3. How will you measure your successes in each of these areas?

- Continue with what we are doing now. Feel kids are excelling with the work being done.
- Targeting students to help get all kids meeting in reading by the end of grade 3. Measure by F&P assessments.
- See all students in all grades write every day.
- Record reading on Raz-Kids to provide continuity and levelled reading materials that are not shared between students & providing comprehension at home or school. Parents and teachers can easily track student progress and areas for growth.
- Mini lessons for reading and writing and use of rubrics/writing checklists that are shared with parents. Providing samples for parents to know what writing should look like.
- Hopes: 6 months reading and writing: we want to see progression, ENGAGED, MOTIVATED, build grit and stamina (tie literacy to wellbeing could enhance motivation)
- ~
- How do we create a love for reading and writing e.g. a specific genre?

## **Data and Analysis 2018-2019 School Year**

### **School Write Data- Sept. 2018/2019 school year**

- **Results- Fall write compared to spring write**
- **Fall data black #'s compared to spring data red #'s**

<b>Grade</b>	<b>NYM</b>	<b>MME</b>	<b>FM</b>	<b>EE</b>	<b>Total # of students by Grade</b>
2018-19 K	0,	0	0	0	0
2018-19 Gr.1	10,7	20,12	18,21	3,8	51,48
2018-19 Gr.2	13,6	19,17	13,17	1,5	46,45
2018-19 Gr.3	9,3	21,15	19,27	3,6	52,51
2018- Gr.4	10,2	33,30	11,18	1,5	55,55
2018-19 Gr.5	6,3	28,15	14,25	2,6	50,49
2018-19 Gr.6	19,14	24,22	14,16	0,4	57,56
2018-19 Gr.7 graduated	6,3	27,16	16,30	1,2	50,51
<b>Total</b>	<b>73,38</b>	<b>170,127</b>	<b>105,154</b>	<b>11,36</b>	<b>359,355</b>
<b>W/out IEP/ELL/ International</b>	<b>37,12</b>	<b>131,93</b>	<b>95,124</b>	<b>9,32</b>	<b>272,261</b>

The scores below are based on school wide write in September/October using Performance Standards for where students should be in March/April of the school year. We would expect to see results where more students are in the NYM/MM category as it early in the year. These results will however, help teachers see the growth of their students when students again complete a school wide write in the spring. In the spring the same criteria and performance standards will be used for comparison. Results in the spring, from year to year, will be compared to see if student achievement is improving.

- In September 2018, approximately 68% of school Not Yet Meeting or Minimally MME (NYM 20.3% and MME 47.3%) and only 32.2% in the Meeting to Fully Meeting category (FM 29.2% and EE 3%). These totals include students with IEP's and ELL Students.



- *In May 2019, approximately 46.4% of school Not Yet Meeting or Minimally MME (NYM 10.7% and MME 35.7%) and 53.4% in the Meeting to Fully Meeting category (FM 43% and EE 10%). These totals include students with IEP's and ELL Students.*
- *In September 2018, when we do not include students with IEPs and ELL students approximately 61.7% of school Not Yet Meeting or Minimally MME (NYM 13.6% and MME 48.1%) and only 38.2% in the Meeting to Fully Meeting category (34.9% M and 3.3% FM).*
- *In May 2019, when we do not include students with IEPs and ELL students approximately 40% of school Not Yet Meeting or Minimally MME (NYM .045% and MME .35%) and 59.7% in the Meeting to Fully Meeting category (.48% M and 12% FM).*
- September 2018- Aboriginal Students= 21 students assessed (not including K's) 4 students Not Yet Meeting Expectations; 14 students Minimally Meeting, 3 Fully Meeting (Total 18 /21 students NYM (4) or MME (14) or 85.7% of students)
  - *May 2019- Aboriginal Students= 23 students assessed (not including K's) 2 students Not Yet Meeting Expectations; 12 students Minimally Meeting, 9 students Fully Meeting (Total 14 /23= 61% of students NYM or MM)*
- September ELL/International Students= 58 students 20 student Not Yet Meeting Expectations and 28 students Minimally Meeting (Total 48 students NYM or MME or 83% of students)
  - *May ELL/International Students= 62 students (4 new students) 9 student Not Yet Meeting Expectations and 21 students Minimally Meeting (Total 30 students NYM or MME or 48% of students)*

### ***Reflections based on evidence***

- What did we learn? How did the year go?

In the fall of 2018-2019 school year we do recognize that we have many of our students NYM/MME. Our school data supports provincial and district data as seen above in the rationale for the Action Plan. All our student population (Aboriginal, Ell/International) show vulnerability in writing skills. It should be pointed out that *the scores below are based on school wide write in September/October using Performance Standards for where student's achievement wise should be in March/April of the school year.* As a result, we would expect to see results where more students are in the NYM/MM category as it early in the year. These results will however, help teachers see the growth of their students when students again complete a school wide write in January and May. In the spring the same criteria and performance standards will be used for comparison. Results in the spring, from year to year, will be compared to see if student achievement is improving. Spring data for each cohort will be tracked and compared in the spring to see whether student achievement is moving forward.

When looking at results from the fall as compared to the spring we see significant movement to the right in student achievement (For instance less students NYM but more MM or ME)

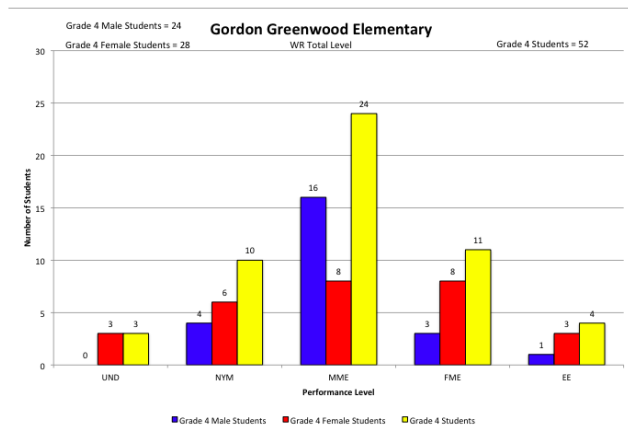
Grade 2 and 6 cohorts still are an area of concern with significant number of students NYM or MME

Grade 4 cohort is another area we have concerns with. Cohort had significant increases in achievement but still high number of students MME in writing. This group has high number of high energy boys in the cohort.

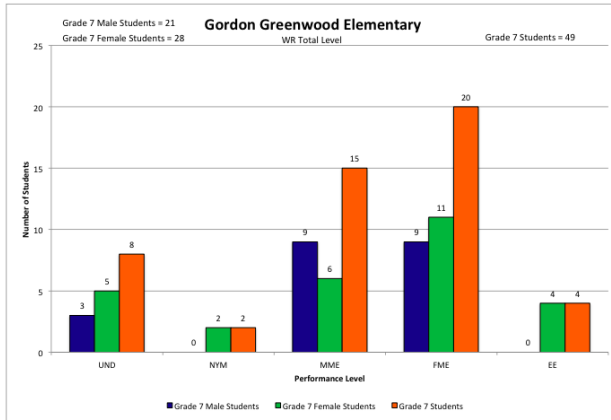
Although we have moved student achievement to the right for our vulnerable groups (Aboriginal and ELL) we still need to continue to provide support in these areas.

Data – Further data of interest. Below see FSA data from 2016 and fall of 2018 (our current Gr.7 FSA scores compared to their FSA scores when they were in Gr.4)

2016 Foundations Skills Assessment Results



## 2018 Foundations Skills Assessment Results



### Writing Data from FSA's- Comparing Cohort data

Our current Gr.7 cohort when in Gr. 4- 69% were NYM or MME on FSA write

- 10 were NYM and 24 were MME

When this cohort wrote FSA in 2018 – 41% NYM

- 2 were NYM and 15 were MME

**\*\*It should be noted that 3 students didn't write in 2016, but 8 didn't write in 2018.**

What do we need to do differently / Where do we go from here?

Several objectives and changes throughout the year were made to support student achievement around literacy (writing and reading).

### Reading

Re-established method of tracking student reading levels

- Use of F.P. on targeted students (district guidelines)
- Will be completing DART on Grades 4-7 as per district guidelines
- Targeted students data collected three times a year and DART twice a year as per district guidelines
- All primary grades hand in reading levels of all students with their report cards
- Reading levels of students are tracked through a chart/graph
- Next year's reading levels of intermediates will be tracked in the same way as primary currently is being collected

- Re-established how we see our self as a school (academics and discussed the importance our reading and writing programs reflect this)
- Re-establishing the importance of a balanced literacy program that includes small group instruction at instructional level for all grades including intermediates

## **Resource**

- Hiring two new resource teachers with the intent of establishing consistency in resource room for long term. We have had seven resource teachers (part time and full time) in eight years.
- Looked for district support for hiring a consistent Reading Recovery teacher. There has been little consistency here at school with regards to Reading Recovery teachers. The district was successful in helping us with finding a match for the school.
- Looked at what some other successful schools are doing in resource structure/programs. We are incorporating a reading program (LLI) as our part of our program. I have purchased the program for the school, and we have started to put it into use.
- Aligned our LA support. More emphasis on early intervention and having kids see L.A support 4-5 days a week. This requires L.A. teachers and resource teachers to work together to deliver the support throughout the week.
- Re-looked at how SEA's are utilized. They help provide a reading recovery approach to support. Some of our SEA's incorporate a reading recovery approach to support. They work on specific skills, under the direction of teacher, with kids every day on these skills. Their focus is on Kindergarten, Grade 1 and Grade 2.
- Started KSP assessment in Kindergarten as a way to identify earlier skills that students are lacking. This should help classroom teachers, SEA's/L.A teachers/Resource to provide support for specific skills
- Incorporating Word Works into Kindergarten programs and had Grade 1 and 2 teachers do it this year, as well to help fill learning gaps. Kindergarten and Grade 1 teachers will carry this on next year.
- Created writing criteria for Kindergarten as a road map for where we want our kids to be at end of grade 1. This was done with feedback of Grade 1 teachers during May collaboration and May's staff meeting
- Created a school reading objective for Kindergarten kids leaving kindergarten. Our objective is to have students reading at level 2 by end of Kindergarten year.
- Purchased \$10,000 dollars in primary reading materials (K-3) with help of PAC.

## **Writing**

- With help of instructional support services created writing structure for school based around Writers Workshop. This is our foundation for writing and as a part of a balanced literacy program.

Writers workshop includes the key components of- Instruction, Practice, Conferencing, Sharing are key components

- Staff meetings- more time for staff to discuss learning and share ideas. Grade to grade discussions, cross grade discussions, identifying trends in students writing, aligning assessment practice for both reading and writing.
- Established a method of collecting data from staff to show student progress and effectiveness of teaching strategies in place..

## **2019-2020 School Year**

### **Data and Analysis**

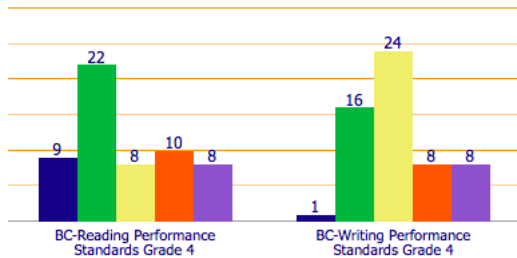
#### **School Write Data and Tracking of Cohorts**

**Graph below tracks data across cohorts. In year one of Action Plan (see chart above) we compared Fall to Spring Data as a way to see if our Actions were having an impact on student learning. After year one cohort data in the spring will be tracked each year as a way to see if actions are working and to see growth with in Cohorts.**

**Spring data from previous year 2019 (Due to COVID and school closures we didn't collect 2020 Spring data as a comparison.**

<b>Grade</b>	<b>NYM</b>	<b>MME</b>	<b>FM</b>	<b>EE</b>	<b>Total # of students by Grade</b>
2019-2020 K					
Gr.1	0	0	0	0	0
Gr.2	7	12	21	8	48
Gr.3	6	17	17	5	45
Gr.4	3	15	27	6	51
Gr.5	2	30	18	5	55
Gr.6	3	15	25	6	49
Gr.7	14	22	16	4	56

## FSA Data 2019-2020 Gr.4 Reading



### ***Reading (FSA Gr.4 vs. F.P when in Gr.3)***

FSA data- our current Gr.4 cohort when in Gr. 4- 63% ME; 37% NYM or MME

- 31 ME ; 8 MME; 10 NYM; 8 didn't write

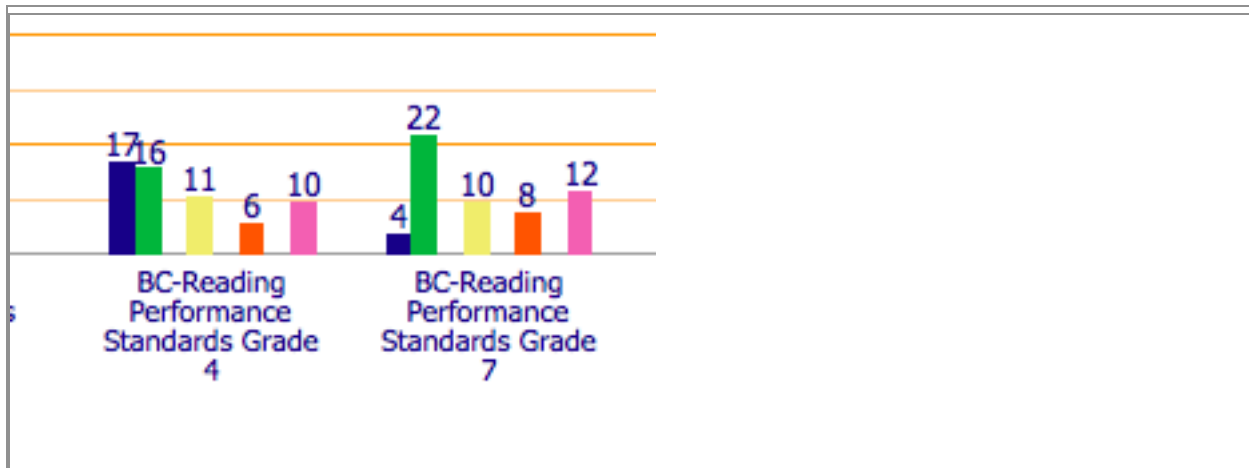
School F.P. results when cohort was in Gr.3- 64% ME; 34% NYM or MME

- 34 ME; 14 MME; 5 NYM; all students were tested

Results show some discrepancies in data in that on Gr.4 FSA more students were NYM expectations than in Grade 3 on F.P assessments. Could be as a result of the different format of the tests. F.P is read out loud and answer orally a few questions. FSA requires many reading comprehension questions that the child reads to themselves before answering questions. The FSA is also a combination of written response questions and reading passage questions. Another factor when analyzing results is the FSA has 8 students who didn't write which can impact the percentages and data interpretations.

### **Gr. 7 reading**

Below see FSA data from Spring of 2017 and Fall of 2019 (our current 2019-2020 Gr.7 FSA scores compared to their FSA scores when they were in Gr.4 in 2016- 2017).



Our current Gr.7 cohort when in Gr. 4- 66% ME/EE ; 34% were NYM or MME on FSA write

- o 33 EE/ME; 11 were MME; 6 were NYM; 10 didn't write

When this cohort wrote FSA in 2019 – 59% ME/EE; 32% NYM

- o 26 EE/ME; 10 were MME; 8 were NYM; 12 didn't write

Data suggests a decrease in scores in FSA scores from Gr.4 to Gr.7. However, something that should be noted is the FSA format changes from when students wrote in Gr.4. Biggest shift was amount of students Exceeding Expectation in Gr. 4 compared to that when they were in Gr. 7. Also, should be noted is that this cohort has 15 IEPs and as a result students working on their own specific programs with specific targets.

### Writing FSA



Grade 4

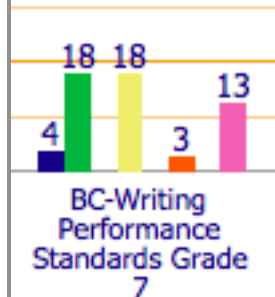
Our current Gr.4 cohort when in Gr. 4- 35% were ME/EE; 65% NYM or MME on FSA write

- o FSA – 17 were ME/EE; 24 were MME 8 were NYM; 8 didn't write out of 57 students

School Data for Current Gr.4

Do not have spring school write data due to school closures from COVID19 to make comparison across assessments (school write vs. FSA)

### Grade 7 Cohort FSA comparison



Our current Gr.7 cohort when in Gr. 7- 51% ME/EE; 48.8% NYM or MME on FSA write

- FSA – 22 were ME/EE; 18 were MME 3 were NYM; 13 didn't write out of 56 students.

When current Grade 7 cohort was in Grade 4 in 2017 52% ME/EE; 48.% NYM or MME on FSA write

- FSA – 26 were ME/EE; 24 were MME/ NYM; 10 didn't write out of 60 students.

When comparing cohort data when in Grade 7 and when they were in Grade 4 students achievement showed very little difference. It also should be noted is that this cohort has 15 IEPS which is a high number.

Do not have school spring data to compare same cohorts from year to year due to school closures from COVID19. The fall data from our fall write will continue to serve as our learning throughout the year and to help guide our instruction. The Spring write will be used to compare the learning each year for the same cohort. Last Spring's data is missing because of school closure (COVID).

### **2020-2021 School Year**

**Writing data- Data from school wide write for Grade cohorts will be added in the spring. The data below contains spring results from the 2018- 2019 (the first year of data collection. Due to Covid (no school)**



**no data could be provided in Spring 2020. Data was collected in Pre-write in September (below in blue).**

Grade	NYM	MME	FM	EE	Total # of students by Grade
2020-2021 K	4	4	18	3	29
1 - (2019-2020 K's)	0,1	0,14	0,14	0,3	32
2-	0,1	0,9	0, 13	0,5	28
3	7,0	12,21	21,26	8,3	48,50
4	6, 8	17,9	17,27	5,4	45,48
5	3,5	15,17	27,33	6, 6	51,61
6	2,9	30,20	18,23	5,2	55,54
7	3,5	15,15	25,29	6,3	49,52
<b>Total</b>	<b>21,33</b>	<b>89,109</b>	<b>108,183</b>	<b>30,29</b>	<b>248, 354</b>
<b>W/out IEP/ELL/International</b>					

- **\*\* Grade 1's above no spring data from last year when cohort was in kindergarten due to COVID**
- **\*\* Grade 2's above no spring data from last year when cohort was in Gr.1 due to COVID**
- September 2020- Aboriginal Students= 20 students assessed (not including K's)  
8 students Not Yet Meeting Expectations; 10 students Minimally Meeting, 2 Fully Meeting
- September ELL/International Students= 43 students  
14 student Not Yet Meeting Expectations and 19 students Minimally Meeting (Total 33/43 students NYM or MME or 67% of students)
- **In May 2019, approximately 46.4% of school Not Yet Meeting or Minimally MME (NYM 10.7% and MME 35.7%) and 53.4% in the Meeting to Fully Meeting category (FM 43% and EE 10%). These totals include students with IEP's and ELL Students.**
- **May 2019- Aboriginal Students= 23 students assessed (not including K's)**

2 students Not Yet Meeting Expectations; 12 students Minimally Meeting, 9 students Fully Meeting

(Total 14 /23= 61% of students NYM or MM)

- May 2019 ELL/International Students= 62 students (4 new students)

9 student Not Yet Meeting Expectations and 21 students Minimally Meeting (Total 30 students NYM or MME or 48% of students)

- *In May 2021, 142/354 approximately 40% of school Not Yet Meeting or Minimally MME (NYM 33 or% and MME 109 or 40%) and 212/354 or 60% in the Meeting to Fully Meeting category (FM 43% and EE 10%). These totals include students with IEP's and ELL Students.*

- May 2021 IEP's

- NYM-20
- Appr- 23
- ME/EE- 10

- *In May 2021, when we do not include students with IEPs and ELL students approximately 29% of school Not Yet Meeting or Minimally MME and 71% in the Meeting to Fully Meeting category (.48% M and 12% FM).*

- May 2021- Aboriginal Students= 20 students assessed

3 students Not Yet Meeting Expectations; 9 students Minimally Meeting, 8 students Fully Meeting

(Total 12 /20= 60% of students NYM or MM)

- May 2021- ELL/International Students= 50 students

7 student Not Yet Meeting Expectations and 19 students Minimally Meeting (Total 26/52 students NYM or MME or 50% of students)

Takeaways from data:

- First year collecting data for our Kindergartens. We created rubrics and standards for Kindergartens (worked with our Grade one teachers to create rubrics). Last year we do not have spring data for Kindergartens because of COVID. Their data is reflected in our results.
- Grade 1 and 2 there is not data to compare progression
- Grade 3- We do see movement as there are more in the MME and ME
- Grade 4- big jump in students ME (17 to 27).Data mirrors FSA results
- Grade 5- 10 new students in this cohort which could affect results
- Grade 6- notice more students in the NYM – Seemed to move from MME to NYM.

- Grade 7- Data follows similar trend to FSA data. Data relatively flat when comparing 2019 data

**Results- Fall Reading F.P. results. We did whole school F.P. in September due to no Data in the spring. Data will be collected in spring of 2021 and cohort data will be collected each spring as a comparison.**

Grade	NYM	MME	ME/EE	Total # Students
<b>2020-2021- K</b>				
1	9	0	21	30
2	14	4	11	29
3	13	19	19	51
4	25	9	17	51
5	24	13	18	55
6	38	6	12	56
7	22	14	15	51
<b>Total</b>	<b>145</b>	<b>65</b>	<b>112</b>	<b>322</b>
<b>W/out IEP/ELL/ International</b>	<b>85</b>	<b>55</b>	<b>98</b>	<b>238</b>

*As a staff we noticed some drops in student achievement. Our results show significant concerns in our FP assessments. We did the assessments in the first three weeks of school.*

- In September 2020, approximately 65% of school Not Yet Meeting or Minimally MME (NYM 45% and MME 20%) and only 35% in the Meeting to Fully Meeting category. These totals include students with IEP's and ELL Students.*

- In September 2020, when we do not include students with IEPs and ELL students approximately 59% of school Not Yet Meeting or Minimally MME (NYM 36% and MME 23%) and only 41% in the Meeting to Fully Meeting category (34.9% M and 3.3% FM).
- September 2020- Aboriginal Students= 20 students assessed (not including K's) 12 students Not Yet Meeting Expectations; 5 students Minimally Meeting, 3 Fully Meeting
- September ELL/International Students= 49 students 27 student Not Yet Meeting Expectations and 9 students Minimally Meeting (Total 36 students NYM or MME or 73% of students).

**Results- Sept. 2020 Reading F.P. results. We did whole school F.P. in September due to no Data in the spring (see above). Data in red is end of term one data (December) blue (Feb) Green (June)**

Grade	NYM	MME	ME/EE	Total # Students
<b>2020-2021- K</b>				
1	9,12,9,11	0,5,7,1	21,14,15,19	31
2	14,12,8,8	4,0,6,3	11,15, 15,19	30
3	13 ,11,12, 9	19 ,9,4,6	19 31,36,37	51
4	25,23,19,17	9,1,7,5	17,24,24,27	49
5	24,15,18,14 *2 new st.	13,18,5,6	18,27,37,40	60
6	38,30, 24,22	6 ,7,11,10	12 ,19, 20,23	55
7	23,18, 13,12	14,10,10,4	15, 21,27,35	51
<b>Total</b>	<b>145</b> 121,103,93	<b>65</b> 50, 50,35	<b>112</b> 151,174,200	<b>322</b> 325,327,328

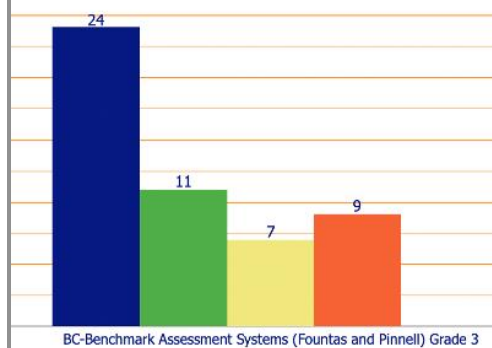
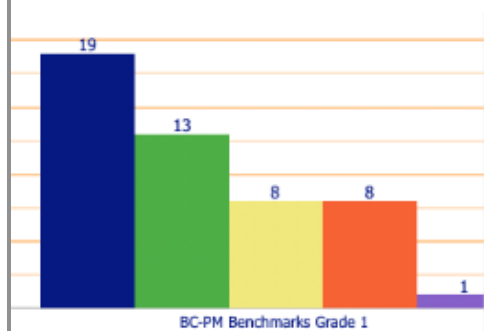
### Breakdown of NYM/Approaching Levels Dec/Feb/June 2020/2021

Grade	NYM	MME	IEP, ELL or Aboriginal NYM/APP grade level in June,2021
<b>2020-2021-K</b>			
1	12,9,11	5,7,1	IEP=1 ABED=1 ELL/ISP=0
2	12,8,8	0,6,3	IEP=3 ABED=1 ELL/ISP=3
3	11,12,9	9,4,6	IEP=6 ABED=1 ELL/ISP=2
4	23,19,17	1,7,5	IEP=13(one parent declined) ABED=1 (also has an IEP) ELL/ISP=3
5	15,18,14	19,5,6	IEP=4 (new student being tested) ABED=1 ELL/ISP=5
6	30, 24,22	7,11,10	IEP=9 ABED=3 ELL/ISP= 8
7	18, 13,12	10, 10,4	IEP=6 ABED=1 ELL/ISP= 4
<b>Total</b>	<b>145</b> 121, 103,95	<b>65</b> 51,50,36	IEP=36 EEL/ISP=24

## Takeaways from internal data

- Grade 1 – we have students who are ME or NYM (not many students in MME.) As a school we have some concerns with several of our students at this Grade as they didn't respond to interventions provided. We are continuing with interventions with these students.
- Two students in Gr.1 were App at end of term 2 but NYM in June. These students moved 2-3 Grade levels but not enough to catch up.
- Grade 4 has a high number of IEPS. We have done a better job identifying students earlier who are not responding to interventions. This is allowing us to target our supports and set objectives that allow the student to succeed.
- High total number of students still not meeting Grade level expectations even when take we into account students with IEPS not ME and ELLI/ISP students (see chart above)
- Do we have consistency in FP testing throughout Grades

## Gr.3 Reading Cohort Data-Gr.1 and Gr.3



### 1. What does this data tell me?

- When use this data in culmination with the map data/or school level data) start to see a better picture.
- Of the 9 students NYM 6 have an IEP, 1 student is ELL, 1 student was new and was doing on-line learning. 1 student has been brought to SBT.
- Of the 7 students Approaching 5 are at level O on the F.P testing, but needed to get to level P.
- All are continuing to receive Tier 2 interventions in term 1 this year and will be monitored

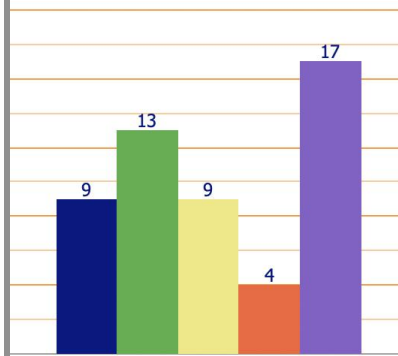
- One of our Approaching students who is at level N on the is ELL went from level G in term one to level N in term3 . This child also met expectations on the most resent online Reading Comprehension FSA component
- My wonder is how much COVID had hurt the growth of our students. When we retested students using F.P after they came back from COVID layoff, 13 students were NYM and 19 were App and only 19 were ME.

How will I use this data in the future?

- Focal point in my discussion with teachers during collaboration- what are we doing in class that not just move student achievement but catch up to grade level?
- This data also provides some confirmation on my belief that we need to be doing a better job with our TIER 1 interventions for our targeted students. We have good structures at TIER 1 levels that are moving students along who are meeting.

## FSA Data 2020-2021 School Year

### Grade 4 Reading



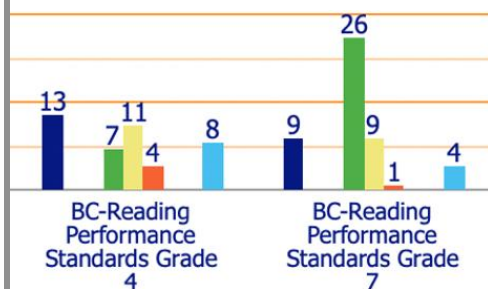
BC-Reading Performance Standards Grade 4

In this Grade we have 16 students with IEP's (academic and social challenges). 12 of these students didn't complete the reading part of the assessment due to learning challenges. We know these students are working on different educational targets. Furthermore, 3 students who are ELL didn't write due to insignificant language acquisition. We know these students are working on different educational targets.

\*\*\*Many of the students who didn't write the assessment are not working at Grade level and have IEPs or are ELL students who do not adequate language acquisition.

### Gr. 7 reading

Below see FSA data from Spring of 2018 and January 2021 (our current 2020-2021 Gr.7 FSA scores compared to their FSA scores when they were in Gr.4 in 2017- 2018).





What does this data tell me?

- When use this data in culmination with the map level/or school level data) start to see a better picture.
- All 5 of our students who are NYM, UND have IEPS with literacy goals or are ELL Learners
- 1 of our Approaching students is EL Learners
- 8 of our students who were Approaching seemed to be around the Approaching to ME levels throughout intermediate (from Grade 4 through 7)

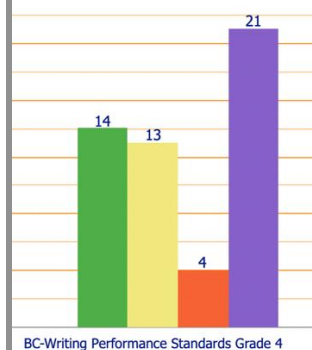
How will I use this data in the future?

- Would earlier targeted interventions have provided a more solid foundation in primary?

Are we providing the necessary Tier 1 interventions in intermediate grades?

### **Writing FSA**

#### **Our current Gr.4 cohort**



- **FSA**

In Grade 4 we have 16 students with IEP's (academic and social challenges). 13 of these students didn't complete the writing part of the assessment due to significant challenges. Furthermore, 3 students who ELL didn't write due to insignificant language acquisition. We know these students are working on different educational targets.

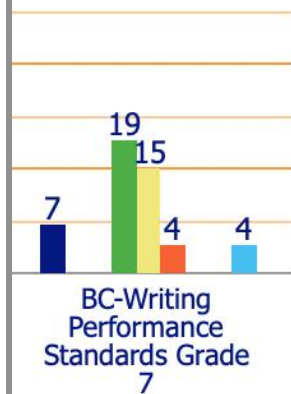
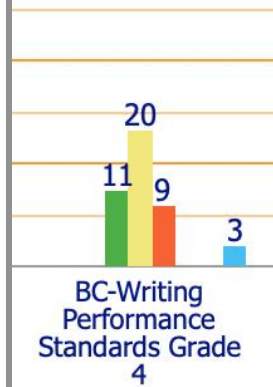
Significant students Approaching expectations.

\*\*\*Many of the students who didn't write the assessment are not working at Grade level and I have IEPS or are ELL students who do not adequate language acquisition.

#### **Grade 7 Cohort**

Below see FSA data from Spring of 2018 and January 2021 (our current 2020-2021 Gr.7 FSA scores compared to their FSA scores when they were in Gr.4 in 2017- 2018).

## FSA Cohort Comparison



Our current Gr.7 cohort when in Gr. 4-

- 11ME; 20 MME; 9 NYM; 6 didn't write

When this cohort wrote FSA in Grade 7 of 2020-2021 (January)

- 7 EE;19ME;15 MME,4 NYM; 4 didn't write

Like the reading results, there were significant increases in FSA data results when comparing the same cohort.

