

School Name: Parkcrest Elementary School

Principal: Dawn Ashton

School Goal: How do we foster learning opportunities for students to engage in rich text choices to support the love and learning of story in the future?

Date: Plan Date: Fall 2023

SCANNING

What's going on for your learners in relation to your goal?

How are you supporting the diverse learning needs of your school population in relation to the goal?

*Parkcrest Elementary has generally high achievement in most academic areas but over the past number of years, Parkcrest has seen an increasing number of students who have demonstrated that they have no interest in Reading academically and/or personally. Reading skills such as: providing sufficient detail, thinking critically, and finding evidence within the text are skills that staff feel are declining and it is believed this may be due to the lack of students' interest and desire to read as a form of enjoyment.*

What is currently happening in our classrooms:

- Daily 5: read to someone, read to self, listen to reading, work on words, and listen to reading
- Words Their Way: students are learning patterns rather than memorizing words to help their reading and writing
- Book Talks
- Story Workshop
- Links to Literacy Program
- Adrienne Gear Reading Power & Non-Fiction Reading Power
- embrace a variety of narrators and storytellers, each contributing unique voices, to nurture a sense of inclusivity and diversity.
- Book tastings: a creative and engaging way to foster a love for reading among students while helping them discover new and exciting books. This literary event is designed to ignite the students' curiosity and encourage them to explore a variety of genres, authors, and titles.
- Home Reading Program
- PM Benchmark
- Guided Reading
- Reading 44 Strategies (making connections, pictures in my head, summarizing, inferencing, etc.)
- Fountas and Pinnell for reading assessments
- Six Minute Reading Solution for Fluency
- Readers Theatre
- Literature Circles

*In the primary grades, reading instruction is delivered using a model of ability-grouped Guided Reading amongst all the Primary grades. ELL and high-needs LSS were serviced as separate groups within this structure. Reading was monitored using Benchmark Reading Assessments 2 to 3 times per year.*

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed?

Where will concentrating your energies yield the greatest effect?

*There is a desire to understand the negative perspective that students have about reading and to see if this directly relates to them not wanting to read within the classroom. The question being asked is would the shift in how reading is approached/presented in the classroom, moving towards students taking more ownership of their learning, shift the students' perception of reading?*

Actions to be taken to inform next steps:

- Develop small working group to create student survey & rubric
- Create parent survey to inquire about reading practices at home

NEXT STEPS:

What requires further attention? Where to next?

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

- Provide at reading level tubs in classrooms – rotate each term
- Home reading – during the breaks
- Public Library cards – simple field trips
- Public Library website
- Author visits
- Book talks
- Battle of the Books
- Oral Story Tellers
- Book Swap – community

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

- *The inclusive and ongoing practice of rich learning environments that support reading such as: read aloud, word study and vocabulary development, small group reading, shared reading and independent reading*
- *The use of Specific Reading programs that support the learning needs of our tier two and three learners such as: Lexia, Raz Kids and Everyday Speech*
- *The use of LLI kits for guided reading*
- *Workshops attended targeting specific reading and writing strategies outlined by Jennifer Serravallo in her books and incorporated by numerous throughout the school*
- UDL
- Daily 5

2023-2024

SCHOOL TEAM VISIT SUMMARY REPORT  
(to be completed by Visiting Team)

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

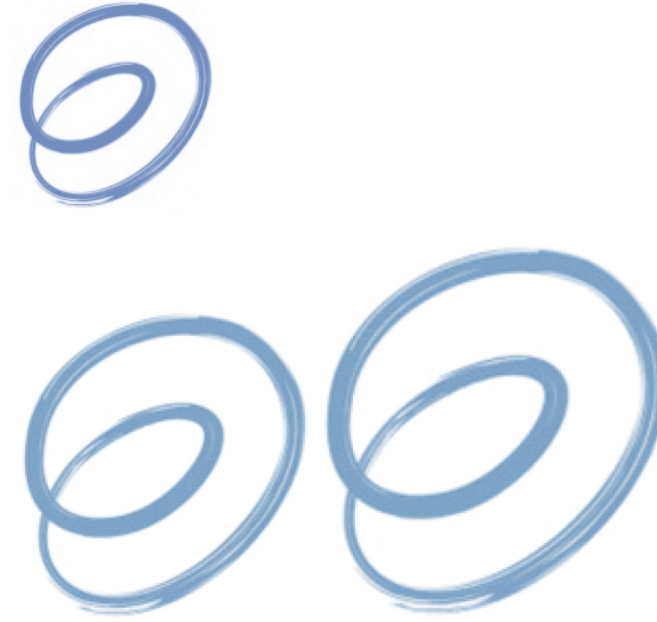
PROMISING PRACTICES

RECOMMENDATIONS

NAMES OF VISITING TEAM MEMBERS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## A SPIRAL OF INQUIRY APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).  
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.  
Examples below:
  - a. Goal – To improve student skills in writing  
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
  - b. Goal – To strengthen student comprehension skills K – 7.  
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
  - a. RTI
  - b. Inquiry Model