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 (Updated October 2024)

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?

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:
2023-2024
- *Develop small working group to create student survey & rubric*
- *Create parent survey to inquire about reading practices at home*
- *Tabulate data attained from both surveys & have initial collaborative review of this data with staff*

2024-2025
- *Take a deeper dive into the survey data to inform supports, future practice, etc. – continue collecting data*
- *Sub-committee and literacy committees with combine and meet monthly to review and lead initiatives brought forth by the staff as a whole*
- *Inservice – Dyslexia*
- *Parent and student surveys relooked at and revised*

NEXT STEPS: What requires further attention? Where to next?

- Literacy support in school (2024-2025)
- Books of interest, what are we missing?
- Education for the home – provide helpful information around reading, provide interesting literacy facts
- "If I had more time?" – where is the time going? At home? At school?
- Book carts
- Discussions around starting Buddy program again
- Collaboration blocks for check-ins and planning
- Surveys – refine/adjust questions
- Book Clubs (lunch hour)
- Creating books for school library
- Readers theatre
- Assemblies with a literacy genre focus
- Stories through socia media

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 library carts in classrooms – rotate each term (**Update**: bins have been purchased May 2023 and will be rotated throughout 2024-2025 school year)
- Home reading – during the breaks (**Update**: optional reading challenge offered winter, spring break & summer – data shows uptake in participation – will continue to offer 2024-2025)
- Public Library cards – simple field trips (**Update**: currently connected with McGill Librarian and they will support our school with onsite visits etc. in 2024-2025)-connect it to Fun in the Sun event
- Author visits (**Update:** 2 author visits this year, 1 virtual & 1 onsite, want to continue this for 2024-2025)
- Book talks
- Battle of the Books (**Update:** met with teacher librarian, L. Nerpio, to inquire about this process and the upper intermediate classes would like to pilot an in-house battle 2024-2025)
- Oral Story Tellers – Invite Elders in the community to share with our school
- Book Swap – community (**Update:** Running June 2024 and June 2025)
- Resources (**Update**: purchased for staff – Shifting the Balance, UFLI, Heggerty Phonemic Awareness, Catching Readers Before They Fall & Reading Conferences)
- Indigenous decodable books

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 (Update: staff team attended sessions on UDL and shared with all staff-ideas have been brought into classrooms)*
- *Daily 5*
- *Professional Development with Literacy consultants (Update: Sessions with Tanis Anderson & Juliana Chiaprone- will continue in 2024-2025)*
- *EPRA & DART assessments will be looked at in 2024-2025*
- *Scholastic 3-minute assessment will be looked at in 2024-2025*
- *Literacy lead .20FTE within our school to support the literacy framework – assessment practice, timeline & school wide writes x2 per year*

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? Habit building, publish surveys to parents, how do we get students to value other genres, if students are getting most of their books from the school library, how do we "beef" up library/carts, Wish list on the carts, a way to track the books they are reading from the carts

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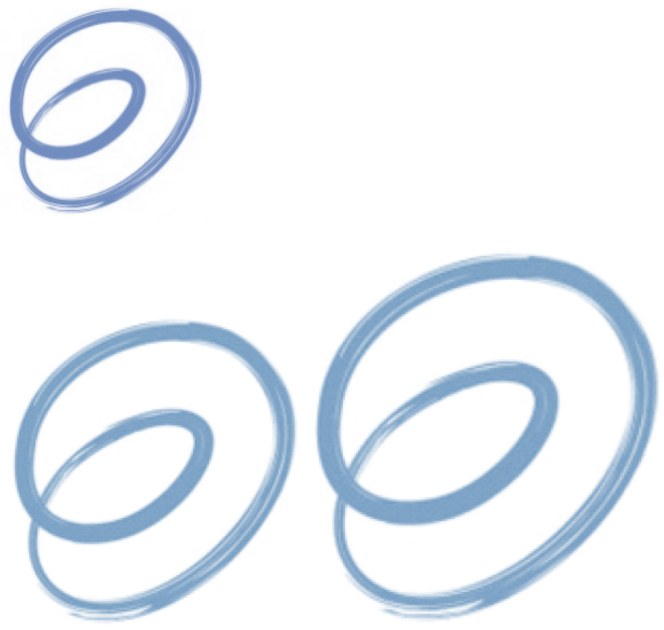_(to be completed by Visiting Team)_

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 occuring, 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