

School Name: Parkcrest Elementary

Principal: Navdeep Aujla

School Goal: To have all mainstream students reading at grade level with fluency and comprehension by the end of grade 3.

Date: May 1, 2017

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?  
We are focussing on early intervention starting with Links to Literacy in Kindergarten. Students identified as needing further support are screened for Reading Recovery at the beginning of grade 1. Four students are provided this intense support. All primary students receive guided reading in homogenous groups four times each week. Students in grade 2-3 who need further intervention receive tier 3 reading support.

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?  
On-going reading assessment using PM Benchmarks identifies the focus. Students who are not meeting expectations or are approaching expectations receive additional support in addition to guided reading. Grade 1 students receive Reading Recovery and grade 2/3 students receive tier 3 support using the Leveled Literacy program. Focussing our energies on students Not Yet Meeting Expectations as well as those Approaching Expectations will yield the greatest effects. We will address the learning needs of those that are below grade level as well as those that have the potential of being below grade level.

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?  
Targeted students are assessed every six to eight weeks, this allows us to assess programming. If a student is not making progress, then current programming and delivery is evaluated and adjusted as needed. If a student is making progress, this informs us as to what the next steps are: continue with tier 3 intervention, tier 2 intervention or tier 1. This on-going assessment assures that students are working within their zone of proximal development and making continuous progress. This support assures that students catch up with peers in their reading ability, builds confidence and gives students a sense of pride as they work at an academic level similar to their peers.

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?  
This is the fourth year that we have worked on this goal as listed above and evidence shows that this has made a difference to the reading levels of our students. Our current FSA assessments (2017) show that 96% of our grade 4 students are Meeting/Exceeding Expectations (70% Meeting and 26% Exceeding) in reading. 100% of our grade 7 students are Meeting/Exceeding Expectations (61% Exceeding and 39% Meeting). This is very consistent with the assessment results of our primary students. 90% of our mainstream primary students are Meeting or Exceeding Expectations (56% Exceeding Expectations and 34% Meeting Expectations). 8% of our primary students are Approaching Expectations and 2% are Not Yet Meeting Expectations.

NEXT STEPS:

What requires further attention? Where to next?  
In the last 4 years, this process of delivering reading instruction has evolved to one where there is full teacher buy-in and the process is part of the instructional practice of staff. From this point forward, this can be a maintenance goal that is monitored on an on-going basis. In order to continue to keep reading as a focus at Parkcrest, we will be contacting the Literacy Helping Teacher to support the programs at the school. The focus with the consultant is to bring further depth into the reading program.

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?  
There has been quite an evolution in the manner that reading instruction is done at the school level. Staff are now committed to the on-going assessment cycle for students. Staff are also committed to continuing with the guided reading program as they have seen how effective it has been for our students. We have been using Links to Literacy (K) and Leveled Literacy for both remedial and guided reading groups. We have purchased 3 kits over the years due to the demand by staff. In addition to this, we have a teacher who is training for Reading Recovery and this will assure that the program continues at the school in up-coming years.

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?

The implementation plan has been happening over the last four years. All three tiers are being supported through this plan, but the students needing the most support are receiving tier 1 and tier 2/3 support. We monitor progress throughout on-going assessment using PM Benchmarks. This process starts in the second week of school, the LSS teacher supports classroom teachers either by doing the assessment or providing coverage so that teachers can do the assessment. After these initial assessments are done, on-going assessment happens in the form of running records. The students receiving tier 3 intervention are assessed using PM Benchmarks every six to eight weeks. When we initially began this format, we had students in primary and intermediate grades that needed tier 3 intervention. In this fourth year, only our primary students are needing support. Our mainstream intermediate students are meeting expectations.