

Kinnikinnick Elementary School Development Plan “Reading” 2017-2018

School	Kinnikinnick Elementary School
Background	<p>Currently, Kinnikinnick Elementary is a school of 237 students (up 17 from last year). 125 (53%) of our students are of aboriginal ancestry, most being from the Sechelt Nation. We also now have 25 students of Asian ancestry at our school. Seventy (30%) of our students receive extra support as English Dialect Learners or English Language Learners. Forty-four (19%) of our students are designated with a Special Need. Some of these students have significant cognitive and behavioural challenges. Our school counsellor currently has 9 students on her direct caseload; however, she provides service to 100% of our population through circle groups, other small groups and direct teaching of Second Step, Self-Regulation, Mind UP and HACE to most classes in the school. The number of our students that have some involvement with Ministry of Children and Families, either in foster care or living in a transition house is down to four.</p>
Data Summary	<p>District Data</p> <ul style="list-style-type: none"> • Kindergarten Screen Data from October 2017 11/23 Kindergarten students who participated have scored <i>extremely</i> low on the literacy component of the screen.

School and Classroom Data

- **All Students Success**

Reading Performance Standards – Nov. 2016 Report Card

Gr 7 16/20 meeting or exceeding - 80%

Gr 6 17/22 meeting or exceeding - 77%

Gr 5 18/31 meeting or exceeding - 58%

Gr 4 13/29 meeting or exceeding - 45%

Gr 3 10/25 meeting or exceeding - 40%

Gr 2 20/32 meeting or exceeding - 63%

Gr 1 15/34 meeting or exceeding - 44%

K 10/27 meeting or exceeding - 37%

Reading Performance Standards – Nov. 2017 Report Card

Gr 7 18/23 meeting or exceeding - 78 %

Gr 6 27/30 meeting or exceeding - 90 %

Gr 5 23/29 meeting or exceeding - 79 %

Gr 4 21/28 meeting or exceeding - 75 %

Gr 3 30/34 meeting or exceeding - 88 %

Gr 2 25/34 meeting or exceeding - 74 %

Gr 1 18/29 meeting or exceeding - 62 %

K 21/29 meeting or exceeding - 72 %

- **Aboriginal Student Success**

Reading Performance Standards – Nov. 2016 Report Card

Gr 7 4/6 meeting/exceeding - 67%

Gr 6 7/12 meeting/exceeding - 58%

Gr 5 11/20 meeting/exceeding - 55%

Gr 4 6/13 meeting/exceeding - 46%

Gr 3 6/17 meeting/exceeding - 35%

Gr 2 9/15 meeting/exceeding - 60%

Gr 1 5/20 meeting/exceeding - 25%

K 2/8 meeting/exceeding - 25%

Reading Performance Standards – Nov. 2017 Report Card

Gr 7 5/9 meeting/exceeding - 56 %

Gr 6 16/18 meeting/exceeding - 89 %

Gr 5 11/14 meeting/exceeding - 79 %

Gr 4 12/19 meeting/exceeding - 63 %

Gr 3 12/15 meeting/exceeding - 80 %

Gr 2 10/19 meeting/exceeding - 53 %

Gr 1 5/10 meeting/exceeding - 50 %

K 9/15 meeting/exceeding - 60 %

Provincial Assessments: 2014-2017

Reading FSA	2014	2015	2016	2017
	Meeting/ Exceeding	Meeting/ Exceeding	Meeting/ Exceeding	Meeting/ Exceeding
Gr 4: All Students	67%	81%	93%	Pending
Gr 4: Aborig. Students	N/A	66%	85%	Pending
Gr 7: All Students	43%	77%	71%	Pending
Gr 7: Aborig. Students	N/A	57%	33%	Pending

Data Analysis

Over the past few years we have been putting a stronger focus on trying to get our primary students to meet expectations in reading by the end of Grade 3 – our efforts are paying off – our data is showing that for the most part, we are having more students meet expectations in reading by the end of grade 3 than we have had previously. In 2014, fewer than 20% of our students in each of our primary grades were not yet meeting expectations. That number has slipped.

Targets	June 2016	June 2017	March 2018
	<p>By June 2016 we hope to have:</p> <p>70% of K's meeting expectations 70% of Grade ones meeting expectations 70% of Grade twos meeting expectations 80% of Grade threes meeting expectations 80% of Grade 4's meeting expectations 80% of Grade 5's meeting expectations 90% Grade 6's meeting expectations 90% of Grade 7's meeting expectations</p>	<p>By June 2017 we hope to have:</p> <p>70% of K's meeting expectations 70% of Grade ones meeting expectations 70% of Grade twos meeting expectations 80% of Grade threes meeting expectations 80% of Grade 4's meeting expectations 80% of Grade 5's meeting expectations 90% Grade 6's meeting expectations 90% of Grade 7's meeting expectations</p>	<p>By March 2018 we hope to have:</p> <p>75% of K's meeting expectations 75% of Grade ones meeting expectations 75% of Grade twos meeting expectations 85% of Grade threes meeting expectations 85% of Grade 4's meeting expectations 85% of Grade 5's meeting expectations 90% Grade 6's meeting expectations 90% of Grade 7's meeting expectations</p>
Progress on Target		<p>While individual growth is being experienced; inconsistent growth is reported by cohort groups.</p>	<p>While individual growth is being experienced; inconsistent growth is reported by cohort groups. Comparing last year to this year indicates moderate growth. It will be interesting to see what effect the LLI instruction has on our most challenged primary-aged readers</p>
Aboriginal Ed Team	<p>Our Aboriginal Ed teacher incorporates stories and oral tradition into her lessons. Culture lessons are used to introduce vocabulary and spelling. Students are also taught different ways to organize their ideas on paper (for example, using the Medicine Wheel as a graphic organizer).</p>		

**Strategy/
Action**

- District ratio sharing allowed us to gain 2.2 special education teaching positions: We hired a **0.8** Reading Support Teacher and a **0.4** Reading Support Teacher (who is also our 0.6 librarian who supports reading instruction) to work with our teachers to help provide extra reading support. In September 2017 **we added LLI groups to support to primary and intermediate students whose reading lags even after regular level reading support.**
- Because of the number of ESD students we are able to provide a second **0.6** teacher to provide ESD support and **0.2** other literacy support for our Aboriginal students.
- We are also utilizing the four Aboriginal support staff members we have to work with our shíshálh Nation students to provide them with the extra support they need – either by listening to students read, helping with discussion and understanding of text being read or by integrating aboriginal content with what the student is currently reading.
- We have two lead teachers, and our reading and special ed teachers as part of the CARE Reading Project
- Some of our teachers continue to work as part of a learning inquiry project studying the *Daily 5* and *Café* strategies to support vulnerable readers at the intermediate and upper primary levels
- We again hope to release teachers for meetings after the first reporting period to review how students who are *not yet meeting* are doing and discuss what we can do to support their programs.
- As recommended by the CARE Reading Team, we will complete the EPRA and DART assessments in November and will do again in February and May. Support will be given to administer and mark collaboratively.
- Primary and Intermediate teachers have opportunities to attend CARE sessions (including support by Faye Brownlie) to support their reading programs.
- Most classroom teachers have implemented a home reading program with their students.

- We continue to explore the use of apps on our IPADS and computers to best help support our struggling readers, including Snap and Read and Co-Writer and on-line (membership and free) reading support sites such as IXL to allow for differentiated activities.
- To continue purchasing new Aboriginal reading materials as well as materials geared for the Early Fluent Readers. Last year we invested over \$10,000 in reading materials.
- With support from our librarian, develop at least two “theme boxes” that contain a wide range of reading materials from early readers to fluent readers that teachers can “borrow” for a period of time.
- Some of our teachers have organized buddy reading programs where intermediate students work with our primary students reading to them and teaching them good reader strategies.
- With support from our Community Schools Coordinator, we are enlisting more support from community members to come and volunteer to read with our students during the day. One of these is a retired SST.
- At the kindergarten level, students will receive a “talking tables” lesson at least twice per week.

<p>Engaging Parents</p>	<ul style="list-style-type: none"> • During Family Literacy Week, we invite our parents to come and join us for breakfast and a time to read with our students. All primary teachers engage their students in an organized Home Reading Program, with incentives for daily reading. • We are also going to encourage more parent/volunteers to come in for daily reading opportunities with our students who struggle with a home reading program. • Monthly newsletters will report on the school goal and contain suggestions for how parents can support their children at home, reporting out will also take place at PAC meetings where we will discuss our plan, review how we are doing and ask what revisions we may need to make. • We are finding that the FreshGrade digital portfolios are greatly increasing parent engagement. Bravo teachers!
<p>Connections to District Plans (and our Strategic Plan)</p>	<p>We continue to be committed to the district-wide goal in reading this year. At Kinnikinnick our data shows that a school-wide focus on reading continues to be a must. Although we have made progress over the last few years, we still have a large population of extremely vulnerable students and it will be critically important to our work to have District-level support to help us achieve our goals. Having a District Literacy Committee working to support the literacy goals in every school will help to provide district-wide consistency of best practice in reading in every classroom. It will become easier to identify where extra supports are needed and funds can be better targeted to help those students who need intensive intervention. We are very appreciative that the District recognizes the needs of Kinnikinnick and provides the support it does give to our school. Visiting the school allows one to see the positive attitude that students have towards reading as they participate in the different small-group and whole-class activities. While the percentage of students meeting or exceeding the performance standard varies from year to year, the fact that students are engaged and positive about their reading must be valued.</p> <p>1. Our students excel:</p> <ol style="list-style-type: none"> a. "...well informed parents (will be) invited to partner with their children's teachers through a comprehensive early learning program." b. "read at or beyond grade level..." c. "have the technical and social skills to navigate emerging technologies to enrich their learning"

	<p>d. “explore indigenous cultures in our community and the diverse cultures in the world...”</p> <p>2. Our people inspire: a. “support reading...” b. “interact with our students’ parents...” c. “be leaders in their work” d. “feel our pride in them through public recognition and celebration...” e. “thrive with their students in safe and healthy schools where everyone feels respected...”</p> <p>3. We embrace our community: a. “enhance relationships with the síshálh Nation, the Skwxwwu7mesh Nation and other cultural groups”</p>	
Budget	Professional Development	<ul style="list-style-type: none"> • CARE costs for teacher collaboration when completing, marking and reviewing DART reading assessment 6 x \$350.00 = \$2100
	Resources	<ul style="list-style-type: none"> • Last year we invested over \$10,000 in new reading materials. We also received District-level support to purchase LLI materials. This year uncertainty around CEF funding had meant that any new purchases are currently on hold.
Principal	Jeff Marshall	
Team Members	Kinnikinnick staff, Aboriginal Ed Team, District Screening Team, KES PAC, parents. We see the importance in having a strong relationship with good communication and cooperation with the síshálh Nation Education Department Coordinator to better collaborate and to coordinate our efforts and resources. The District Principal of Aboriginal Programs is also a strong asset.	