

Elementary School Plan for Student Success



Team Members:

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School Context	mcmillan@abbyschools.ca
Inquiry Question	Will using intentional practices to target both phonemic awareness and comprehension strategies, with a focus on meeting students where they are at, result in both improved reading and writing skills? Will there be a positive impact on student well-being and sense of belonging?

<p>Rationale (Why are we doing this?) (Please refer to school data)</p>	<p>After several years of focusing on students’ social emotional growth and well-being, staff have come to really understand the importance of meeting students where they are at. We prioritize our relationships with our students as a way of building sense of belonging, and by knowing students better, we can better understand their learning needs. Once students are “ready to learn” we want to meet them where they are at, so that all students can engage with learning and be able to meet their learning goals.</p> <p>Our MDI and SLS data still shows work to be done with respect to student well-being and sense of belonging. With this in mind, we intend to shift our focus towards a more academic goal, while maintaining our priority of building relationships with students. We see that there are students at each grade level who struggle with reading and writing, and as these skills are the foundation for all learning, we intend to put into practice teaching strategies that will help students become better readers, and thereby also impact writing skills.</p> <p>Staff are challenged to continue to develop our skills to work with our students in a way that supports their social emotional health, builds relationships, and creates a culture in our school of safety and belonging. We need to support students both in being ready to learn, and to develop foundational skills that are needed in order to access curriculum and participate in a safe and healthy learning environment. Our teaching strategies need to target all learners, meet learners where they are at, and allow for ever changing emotional needs as well as academic ones. With these parameters in mind, we ask the question “If we use intentional practices to teach and support reading development, with a focus on meeting students where they are at, will we see both improved reading and writing skills while maintaining or continuing to improve our students’ sense of wellbeing?”.</p>
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Strategies	Leadership/Teamwork	Professional Learning and/or Resources
<p>Intentional teaching of phonics/phonemic awareness Teaching/building vocabulary through Readalouds Teach/build comprehension Create opportunities to find Joy in reading/read for purpose Increasing access to high interest, readable texts for each student First Chapter Friday School Wide Home reading novel</p>	<p>Classroom Teachers, LLC, EAs</p>	<p>UFLI, Heggerty Adrienne Gear strategies Powerful Understandings Collection High interest books/novels for all levels of reading Identify 1 or 2 appropriate books for a home/school student book study</p>
<p>Calm down spaces (in and outside of classrooms) Comfortable choice seating Noise blocking headphones Use of scheduled breaks/break cards Flexible scheduling when needed Common language/responses for de-escalation of students Celebrate growth and learning when it happens Soft Start Connection Activities Student Choice Use of “I can” statements to set learning targets</p>	<p>Admin, Classroom Teachers, LSS Teachers, EAs</p>	<p>Trauma Informed Practices Kernels Powerful Understanding Books/Adrienne Gear Book Study: TBD in September</p>
<p>School wide Assemblies to build spirit, share common behavior goals, celebrate achievement (virtues) Grade group meeting time Explicit Teaching of School Values/Expected Behaviours</p>	<p>Admin, Classroom Teachers, EAs</p>	<p>Staff collaboration on common language, character/behavior goals for all students Husky Virtues/tags PBIS (staff exploration this year)</p>

Progress and Impact (How do you know?)

We want to target reading skills and improve both student reading and writing achievement, while continuing to support student well-being. Student data from the MDI, as well as the grade 4 Student Learning Survey will provide data regarding student well-being. Students' achievement in literacy will be tracked through reading and writing assessments. (PM Benchmarks, screeners, grade 3 write, classroom assessments)

During the 2023 -24 school year our grade four Student Learning Survey told us:

19% of students never, almost never or only sometimes feel like school is a place where they belong. (down from 31% last year)

6% of students feel like 0 or only 1 adult at school cares about them. (up from 3% last year)

18% of students never, almost never or only sometimes feel happy at school. (down from 60% last year)

16% of students never, almost never or only sometimes feel welcome at school. (down from 33% last year)

26% of students never, almost never or only sometimes like school. (down from 51% last year)

11% of students never, almost never, or only sometimes feel safe at school. (down from 18% last year)

7% of students never, almost never, or only sometimes know how school expects them to behave (down from 18% last year)

20% of students always, almost always or sometimes feel bullied at school. (down from 40% last year)

During the 2023 -24 school year our MDI told us:

43% of our students reported overall low well-being. (comparable to last year)

8% of students reported low self-esteem. (comparable to last year)

33% of students reported low ability to self-regulate (short term – to calm down). (up from 21% last year)

2% of students ranked low and 23% ranked medium in their belief that there is an adult at school who believes in their success. (up from 5% and 40% last year)

26% of students claim there is 1 or fewer important adults at school (12% - 1, 14% -0). (This was a huge growth area compared to last year's data)

20% of students ranked low and 22% ranked medium in their sense of belonging at school. (down from 43% last year)

8% ranked low and 26% ranked medium in their perception of our school climate (eg. People care about each other at this school).

8% ranked low and 20% ranked medium in their academic self-concept. (comparable to last year)

2 – 6% of students experience some sort of bullying. (down from 22 – 53% last year)

Academic Achievement: 2024

Reading	Emerging	Developing	Proficient +	Writing	Emerging	Developing	Proficient +
K	16%	31%	53%	K	5%	13%	82%
1	16%	25%	59%	1	7%	43%	50%
2	20%	14%	66%	2	21%	24%	55%
3	11%	20%	69%	3	14%	30%	56%
4	9%	20%	71%	4	7%	35%	58%
5	3%	25%	72%	5	7%	16%	77%



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE

Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

<p>Connections to the Aboriginal Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Reading Success for each child 2. Cultural Awareness and pride 3. Increased sense of belonging 	<p>Our school Growth Plan is focused on improving student reading, while maintaining positive relationships and classroom experiences. Our goal is also focused on creating a school setting that is inclusive and provides optimal learning opportunities for all students. Reading success for all students is at the core of all our efforts!</p>
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Early Learning 2. Grade Three reading imperative 3. Student Social and Emotional Learning. 	<p>Our Growth Plan is rooted in improving student reading and writing scores. We will be focusing our own professional development around learning the best ways to do this. By using intentional, best practice teaching strategies that meet students where they are at, we will be maximizing reading results (Grade 3 Imperative). Our continued focus on students' well-being keeps us connected to the important role of SEL in student learning.</p>
<p>Revised Curriculum</p> <ol style="list-style-type: none"> 1. Core competencies 2. Assessment and reporting 3. Inquiry based learning and integrated technology 	<p>With our priority of improving reading and writing achievement while meeting all students where they are at, we will be supporting students to understand their own learning needs. Setting goals that are unique to their learning and practicing skills in ways that they have voice and choice in build students' capacity within the core competencies. We are continuing our journey with the curriculum as we focus on meeting students where they are at. Reflection on the ways in which we assess student learning as well as delivering curriculum in a way that allows for student choice and inclusion (inquiry based and integrating technology) will continue to be a part of our own learning and practice.</p>