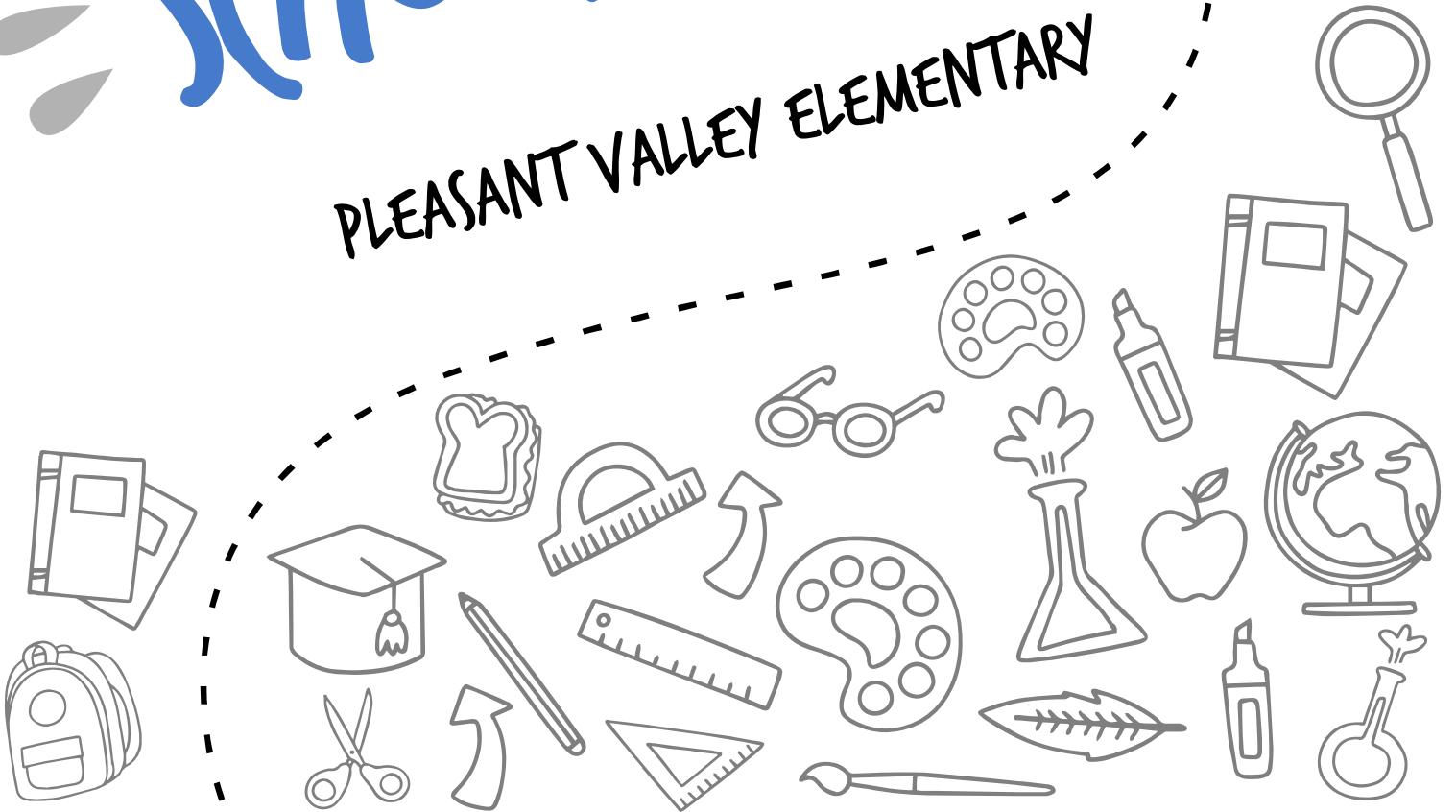


2019-20



SCHOOL PLAN

PLEASANT VALLEY ELEMENTARY



School Planning Document 2019-2020

Year of Plan	X			
	1	2	3	other

School Name: Pleasant Valley Elementary

Principal: Diane McGonigle

Vice-Principal: Jennifer Robinson

Date: December 2019



School Community Context

Pleasant Valley Elementary is a Kindergarten to Grade 7 growing school now enrolling 387 students (100 more than three years ago) with a diverse socio-economic population in an urban area. Approximately 60 students arrive by school bus from our extended catchment area. Our school has 192 primary students and 195 intermediate students. 60 of our students are Indigenous. We have Metis, Inuit and First Nations students from a number of different nations represented at our school. We are organized into 17 divisions - most of them multi-grade.

Our staff connect together to create a positive, learning environment for our students. Some highlights of our school include:

- Student involvement in learning in all areas, such as academics, fine arts, music, and physical and emotional well being
- A collaborative, connected staff
- A positive learning community
- Active parent involvement in PAC and classroom activities
- School wide collaboration to create strong learning opportunities for all students
- An interactive seaquaria to connect learning to our west coast marine life
- Multi-age, family clan groupings (whale, bear, eagle & wolf) that meet during the year
- A safe and respectful community
- Students focus on being safe, responsible and respectful in all areas of our school following the guidelines on our PBIS school matrix
- Year four of focusing on the Successful Learner Traits (SLTs) to help students self-assess their progress by identifying strengths and areas for additional focus in all curricular areas including behaviours for success. The SLTs include compassionate, confident, creative, enthusiastic, industrious, risk taking, strategic, and thoughtful.

Staff examined our beginning of the school year assessment for learning data from the results of our NLPS school district's literacy screeners (Gr. 1-3 and Grade 4-7) along with benchmark data for some students and other classroom assessments. Across all of the levels, we noted that reading comprehension was lower than expected. We decided to set a school goal for this year of expanding reading comprehension across all levels.

What's our goal?

Our focus is to expand reading comprehension levels of all of our students.

What's our inquiry question?

Will a renewed focus on direct teaching of reading comprehension strategies help our students understand text in a deeper and more meaningful way?

How do we want to get there? What steps should we take? How will we know that we have had an impact?

- Support new staff to learn about Adrienne Gear's Reading Power and incorporate common language – connection, questioning, visualizing, inferring and transforming.
- Classroom teachers will design lessons with explicit reading comprehension learning intentions – non-enrolling teachers will incorporate reading comprehension strategies into lessons they do with small groups
- Direct teaching of criteria for specific strategies– helping students be able to identify and reflect on the expectations of a task, how they did against the criteria/exemplars, and being able to articulate their 'next steps' after direct teaching, lots of role modelling, and practicing
- Develop/use templates and structures to guide students in developing various fiction and non-fiction strategies such as: making connections, inferencing, visualizing, determining importance, text features
- Some intermediate classes, along with the Student Support Teachers, are also focusing specifically on building fluency using Dibels data and targeted interventions
- Early primary teachers will ensure they are focusing on comprehension reading strategies during daily read alouds
- Have students begin to do some selection, then reflection, on a learning activity that helped them develop/enhance an area in the core competency
- Use targets in lessons to focus on reading comprehension strategies
- Use the Criteria for English Language Arts K-9 as a common resource
- Teachers will reflect, share successes and difficulties, and support each other during PLC times.
- Regular communications with parents about ways to support their child's reading development regarding reading comprehension via email, Facebook, newsletter, and bulletin board in the foyer