

# School Planning Document 2020-2021

Year of Plan	X	X		
	1	2	3	other

**School Name:** Pleasant Valley Elementary

**Principal:** Diane McGonigle

**Vice-Principal:** Tanya Whiting

**Date:** December 2020



## School Community Context

Pleasant Valley Elementary is a Kindergarten to Grade 7 growing school now enrolling 372 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 170 primary students and 207 intermediate students and 5 homeschoolers. Sixty 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 16 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 – this is commented on by many TTOCs and visitors to the school
- 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 (on hold this year due to Covid)
- Multi-age, family clan groupings (whale, bear, eagle & wolf) that meet during the year (on hold this year due to Covid)
- 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 five 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, which all align with the BC core competencies

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 last year. Across all of the levels, we noted

that reading comprehension was lower than expected. Although some improvements were noted in this year's data, we decided to keep the same school goal as last 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. (Year Two)

### **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? (Year Two)

### **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, and 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
- Three early primary classes are working with an SST on the Guided Readers program - a complete differentiated Guided Reading program that covers systematic phonics instruction, sight words, comprehension, vocabulary, fluency, and guided writing. Digitally interactive activities are also available.

- 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 (if available), professional development days, and other opportunities.
- 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 (on hold due to Covid) – include Youtube videos from some teachers