



**SCHOOL DISTRICT No. 62 (Sooke)  
SCHOOL PLAN TO STRENGTHEN LEARNING**

**Name of School** Colwood Elementary School

**Mission Statement** Colwood staff, students, and parents will provide a safe, respectful and cooperative environment that challenges students to achieve their personal best in a changing world.

**Context:** We are a neighbourhood school that houses approximately 175 students from K-6. Last year we were ranked third in the district for student vulnerability and we have several students who are currently in foster care. We have had reading and social responsibility as focus areas at Colwood for some time now and want to continue to focus our efforts in these areas.

<p><b>Goal:</b> To increase the number of students who are fully meeting grade level expectations in reading comprehension.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- To have more students fully meeting grade level expectations for reading</li> <li>- To have more students participating in at home reading programs</li> <li>- To have more students using the Reading Power strategies and language when discussing their understanding of a piece of text.</li> </ul>
<p><b>Evidence-Based Rationale</b> *Reference to data to be included</p> <ul style="list-style-type: none"> <li>- Grade four FSA results from 2010 suggest that 27% of students from that grade are not yet meeting grade level expectations for reading.</li> <li>- Report card comments suggest that students are quite able to decode text but appear to have some difficulty generating meaning from what they read.</li> </ul>	<p><b>Assessment tools and processes to assess progress on goals and objectives</b></p> <ul style="list-style-type: none"> <li>- Reading Performance Standards</li> <li>- Grade 4 FSA results</li> <li>- Student report cards</li> <li>- DRA - Grade 3</li> <li>- Student reading survey</li> <li>- Grade 3-6 DART results</li> <li>- Level of participation in Colwood at home reading program</li> </ul>

**Instructional strategies to be implemented to impact goal, worded as an action research question.**

If we continue to develop a common language around reading and if we alter the way in which we assess reading to reduce the amount of written output required and start placing more emphasis on other forms of assessment including verbal contributions, will reading comprehension levels increase and will more students be engaged in reading activities both at school and at home?

**Structures to be implemented to impact goal (2-3), which may be worded as an action research question.**

- Continue to offer Colwood Reads program to classes for a six week period of time. Continue to explore ways to make this type of program meaningful for the intermediate students.
- Use the strategies as outlined in Reading Power as an entire school so that students in all grades become exposed to the language surrounding reading comprehension. Continue to offer Colwood at Home Reading Program
  - Ensure that we have engaging and level appropriate materials for all students
  - Provide reading materials and inservice to parents to support reading at home
  - Continue to have reading assemblies in which all of the students come to the gym to read. Build upon these sessions and have a brief discussion prior to reading which will help the students focus on one aspect of reading for that specific time period.
  - Continue to expand upon the more formalized buddy reading program that was developed this year. Intermediate students are being taught various reading strategies and are then being asked to work with their primary reading buddy to explore those strategies
  - Have another parent reading night to expand upon the information that we brought to them last year about how to support reading at home.

**Plans for staff development and collaborative work:**

- Continue to have AFL at the forefront of staff meetings – ensure that all staff have a copy of Reading Power
- Staff book club - Reading Power for non fiction texts
- Submit inquiry project around assessment practices for reading
- Provide professional development opportunities

**Parental and community involvement strategies**

- Provide in service sessions for parents about reading instruction
- Provide a book club for parents on Reading Power
- Provide opportunities for our students to read with students from our Strong Start Pre-School Program

<p>for staff at staff meetings</p>	
<p><b>Communication Strategies (students, staff, community)</b></p> <ul style="list-style-type: none"> <li>- School Web Page</li> <li>- School and PAC newsletters</li> <li>- School assemblies</li> <li>- Informational materials on reading instruction sent home with parents</li> <li>- Literacy Bulletin Board</li> <li>- Monthly school calendar posted in the main foyer of school</li> <li>- Teaching instruction throughout the year</li> </ul>	<p><b>Monitoring Dates Plan</b></p> <ul style="list-style-type: none"> <li>- September 20 start Colwood Reads</li> <li>- September 20, start formal buddy reading program</li> <li>- End of September - Presentation to parents about "Reading Power"</li> <li>- September - At home reading program to start</li> <li>- End of September - Presentation to staff about assessment practices</li> <li>- October - Alter focus of staff meeting so that reading instruction is highlighted each month</li> <li>- October - Establish buddy reading program</li> <li>- Fall - Start staff book club</li> <li>-</li> </ul>

## School Plan Contributors:

Members: School Planning Council

SPC Members:

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Members: School Staff

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### **Two school successes: Student Learning (Evidence-Based)**

**1. Although our test scores do not suggest growth in this area we are excited that we have been able to get kids more excited and engaged in reading**

**2. We have developed a common language with respect to reading and feel that this will help provide the foundation for student growth in reading comprehension**

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## **Two important school initiatives**

1. Formalized buddy reading program - We will be working with our intermediate students and teaching them a variety of reading strategies. The intermediate students will then act as a reading coach for a primary student
  2. School Inquiry Team - Staff continue to ask questions that guide and help refine the delivery of reading at Colwood
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