

SCANNING What's going on for your learners in relation to your goal? How are you supporting the diverse learning needs of your school population in relation to the goal?

- Many students reading below grade level expectations
- 70 % of Windsor students are ELL (majority are primary)
- Wider spectrum of reading abilities in intermediate grades
- Low motivation to read, few reading routines at home
- Limited background knowledge/experience
- Both parents working, speaking home language other than English
- Continue to support students with small group literacy instruction (LSTs)

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?

Report card data & FSA data shows over half our students are developing or emerging in their reading abilities.

Target groups:

- Students reading two years below grade level
- ELL students (building their vocabulary & background knowledge)
- Indigenous students (9)

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

Focus for each grade group:

K to 3 = improving student reading skills, with an emphasis on word recognition (phonological awareness & decoding skills)

4 to 7 = improving student reading skills, with an emphasis on language comprehension (content knowledge, verbal reasoning, & language structure).

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

NEXT STEPS:

What requires further attention? Where to next?

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

- Spring 2023 – staff attended district reading workshops @ 12th Avenue, Heather Wilms (Vancouver), & district Pro D
- Fall 2023 – whole staff “Shifting the Balance” podcast
- Spring 2024 – Staff Pro D day w/ district program consultants Liz Merkel & Juliana Cipparrone
- Shifting the Balance Reading resource
- Daily 5 Café framework to differentiate instruction
- Implement UDL in all classroom practices
- UFLI resource toolbox for reading instruction
- Staff book club

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

- Spring 2023** - Immerse staff by inviting curiosity, wonder about teaching thinking skills, observing our students and our own teaching practices, read, explore, & play; share plan with community, invite parent & student input
- 2023 - 2024** - Investigate, read, develop questions, what can we do? try new practices / approaches, divide the workload, target key ideas & groups (indigenous youth, struggling readers, & ELL students), choose assessment tools, continue to update plan with community, decide on standard assessment tools, start a staff book club
- Spring 2025** - Synthesize our information, evaluate our new practices, analyze our results; adjust our practices
- Fall 2025** - Share what we have learned with others, pose new questions, celebrate accomplishments

- Assessment – LSS team to support teachers with common reading assessment tools, Y TBD (possibly PM Benchmarks & Dibels)
- Continue supporting low readings with small group instruction and continue servicing Reading Recovery students in grade 1
- Develop “Collaboration” schedule & provide time to collaborate at Staff mtgs & Pro D days
- Resources – more decodable books, magnetic letters/mini-boards, whiteboard markers, word ladders, secret stories, self-regulation
- Reading Promo: develop “At Home Reading” programs, continue 50, 100 Nights of Reading program, create a Quarterly Reading Newsletter to send home to families
- Implement SIOP framework - classroom teachers to collaborate with ELL teachers to front-load vocabulary

SCHOOL TEAM VISIT SUMMARY REPORT

PROMISING PRACTICES

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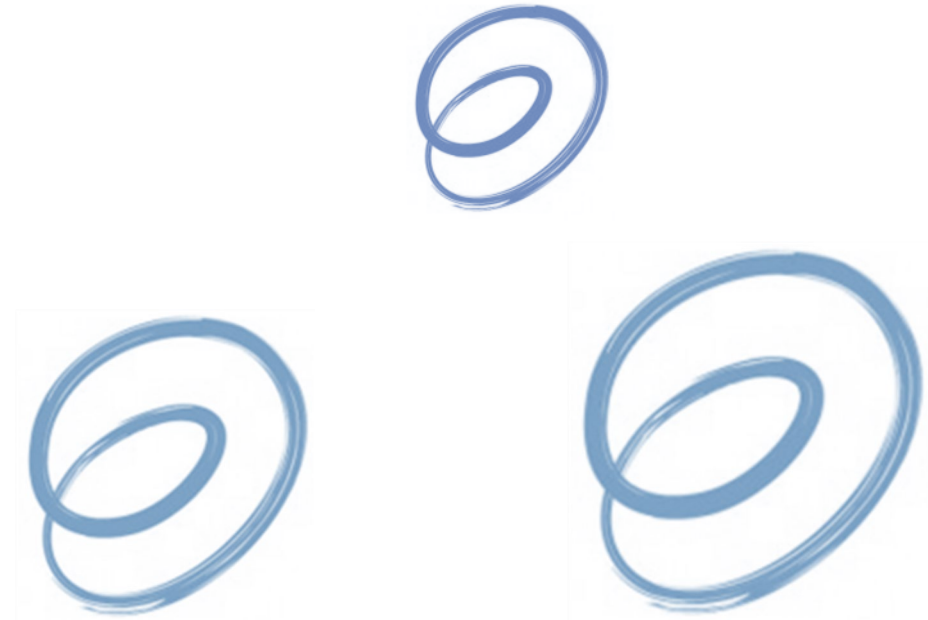
RECOMMENDATIONS

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NAMES OF VISITING TEAM MEMBERS:

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_____	_____
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A SPIRAL OF INQUIRY APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
Examples below:
 - a. Goal – To improve student skills in writing
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
 - b. Goal – To strengthen student comprehension skills K – 7.
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
 - a. RTI
 - b. Inquiry Model