



Context

F.W. Howay is a small, K-5 elementary school located in the Victory Heights neighbourhood of New Westminster. We currently have a student population of 126 students, 6 divisions and over 25 teachers and support staff. F.W. Howay has a very diverse student population and a very dedicated and involved parent community (29% of students have a Ministry ELL designation, 10% of students have a Ministry special education designation).

As educators we recognize the vast reading needs that are present within our K-5 school. We are passionate about challenging all students to reach their reading potential and also understand themselves as learners. By tracking students' reading achievement through baseline assessments and regular class reviews, we can support all readers, of all abilities. Implementing a collaborative model to coordinate resources and utilize the expertise of all staff members both within the school and our district, we will integrate a "whole student" approach into our daily practice.

What we hope to achieve:

Goal:

To implement specific strategies and explicit interventions to support reading development and promote the core competencies of communication, thinking and personal awareness & responsibility in all students.

Competency Development

We believe that by developing the core competencies students will be better equipped to understand themselves as learners and apply the reading strategies and tools that we present in a more meaningful and effective way.

Students will:

- take an active role in identifying their reading strengths and weakness through reflection and self-assessment practices. They will use common language through programs such as Mind-Up, Zones of Regulation, and Mindfulness practices (Communication)
- think critically about their learning to develop a reading growth mindset (Thinking)
- find purpose and motivation as they gain knowledge about themselves, understand and regulate their emotions throughout their day and in relation to reading and develop a sense of well-being as they master the skill of reading (Personal and Social).



Strategies

Core Competencies

- Collaboration and Integration Throughout the Curriculum (school-wide)
 - thinking, reflecting, communicating and self-regulating
 - Mind-Up/Growth Mindset (mindfulness)
 - Zones of Regulation
 - Adrienne Gear strategies
 - The Six Cedar Trees – K-5
 - use collaboration days and professional development days to focus on core competencies
 - Teacher Librarian is focussing the collaboration time on core competencies (term 1 specifically personal awareness and responsibility)

Tiered Interventions Framework and/or Universal Designs for Learning:

- Baseline assessment and regular assessment throughout the year
 - PM Benchmarks, Fountas and Pinnell Benchmarks, rubrics (e.g. BC Performance Standards), Words Their Way assessment, ERST, school wide writes
- Classroom based strategies and interventions
 - literacy stations (e.g. The Blitz), RAZ Kids, varied technology, home reading, Adrienne Gear, SMART Reading, guided reading, Words Their Way classroom activities
- Learning Support and/or Resource Based Interventions
 - LLI groups, RAZ kids, High Noon readers, talking tables, EA supported groups, one to one support
 - developing support schedules based on whole school needs
 - Teacher Coach position supports assessment, scheduling of student and teacher professional growth of assessment/instruction in reading
- District and Community Interventions
 - Speech & Language teachers, District Facilitators, One-to-One Volunteer Reading support

Success Indicators

- data collected throughout the year based on reading assessments
- baseline and year-end assessment of core competencies and mindfulness programs- conferencing/reflection sheets/self-evaluations/journal entries and observations (grade appropriate and classroom based)



(One year timeline has been developed with specific strategies to support our success indicators)

Term 1

- complete classroom baseline assessments including ERST for early intervention
- anchoring baseline assessments/ support for new teacher
- carry forward information on at “risk readers” from the previous year (past services provided)
- class reviews
- gather/compile data to generate updated school-wide list of targeted readers and their specific needs
- resource/ELL scheduling meeting to determine groupings and advise timetable

Term 2

- SBT review of classes – identify new needs brought forward
- Resource/ELL scheduling meeting to revise and update groupings and timetable
- update assessments as needed

Term 3

- SBT review of classes – identify new needs brought forward
- Resource/ELL scheduling meeting to revise and update groupings and timetables
- target Kindergarten students for a 6 week Intensive Phonemic Awareness Program
- final year-end assessments and data collection

Communication

Our goal will be shared and communicated:

- at monthly PAC meetings
- on our school website
- in our monthly newsletters
- during parent teacher conferences
- during the February three way conference time (library be open with activities specifically related to core competencies)
- during collaboration times and staff meetings