



Cinnabar Valley Elementary School Plan 2017 2018



School Community Context

Cinnabar Valley Elementary is nestled in the heart of Cinnabar Valley. Visitors to the school find a vibrant community of learners, with students actively engaged in their learning both in AND out of the classrooms.

Cinnabar Valley Elementary has experienced significant growth in the 2017-2018 school year, growing from 272 students in 2016 to 293 students in 2017. We now have 13 divisions requiring all existing portables to be fully in use. After a year of change in staff in 2016, the 2017-2018 staff has remained stable.

Our school began the year with a school-wide focus on “treating others the way you want to be treated”. We continue to focus on the core competency of Personal and Social Responsibility, adding the Virtues project as a means of teaching positive behaviour (part of the PBIS system of supports).

The creation of the school goals for 2017-2018 were a collaborative process, with the work tied directly to our Professional Learning Community sessions.

Our School Goal Story



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.



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Scanning:

In order to determine instructional needs of students, staff used the NLPS Reading Assessment from K-7. We analyzed the raw data as part of a scanning process, and then looked for trends school wide. The following graph indicates the findings.

Grade	Areas of Strength	Areas of Focus	Areas of Concern
K	Syllable Blending, Sound Deletion,	Rhyme Recognition, Initial Sound Isolation,	Rhyme Production, Letter Sound Correspondence, upper and lower case
1	Initial and final sound isolation, Segmenting phonemes, Blending Phonemes	Letter/Sound correspondence;	Decoding Blends
2	Phonological awareness, Decoding	Site Words Grade 1 and 2 list	Long Vowel Sounds, Complex Vowels
3	Decoding, reading fluency	Complex Vowels, Making Connections	
4	Literal Comprehension	Prediction/Use of text features, Main Idea, Supporting Details	Making Connections, Inferencing
5		Inferencing, Literal Comprehension	Prediction/Use of Text Features, Main idea/supporting details, Making Connections, Inferencing
6	Literal Comprehension	Prediction/Use of text features	Main idea/supporting details, Making Connections, Inferencing
7	Literal Comprehension	Prediction/Use of text features, Main Idea, Supporting Details	Making Connections, Inferencing

(Colours show like concepts)

It became obvious that our students are very good at literal comprehension yet other more complex skills are not as fully developed. While the early primary (grade K-2) reading assessment focus more on the development of phonemic awareness than assessing comprehension, the building blocks for reading with comprehension begin in these early grades.

Question/Focus:

Would the focus on direct teaching of “making connections” improve student ability think more deeply in multiple curricular areas? Would students be able to “make connections” to self, others, text (and media) in meaningful ways?



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The Plan

1. Review existing teaching strategies for making connections
2. Utilize Adrienne Gear's *Reading Power* (fiction or non-fiction). Teach specific lessons, from the resource, to develop common language K-7.



3. Introduce visual K-7 to reinforce concept of "making connections".
4. Develop Assessment Rubric, Primary and Intermediate, to monitor growth (teacher and student self-assessment).
5. Use assessment rubric to assess areas needing further development (assessment for learning).

Implementation Cycle

November 2017 – Scanning

December/January – Plan – review of teaching strategies, introduction of Adrienne Gear lessons

February/March – Develop rubric (continue to actively teach "making connections" across all curricular areas – reinforce common language and common visual/action

April – Student and Staff assessment – how are we doing?

May – Re-evaluate most effective teaching strategies – what have been most impactful for student growth?