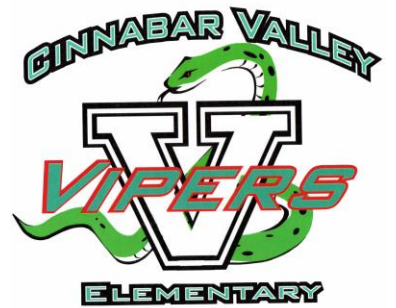
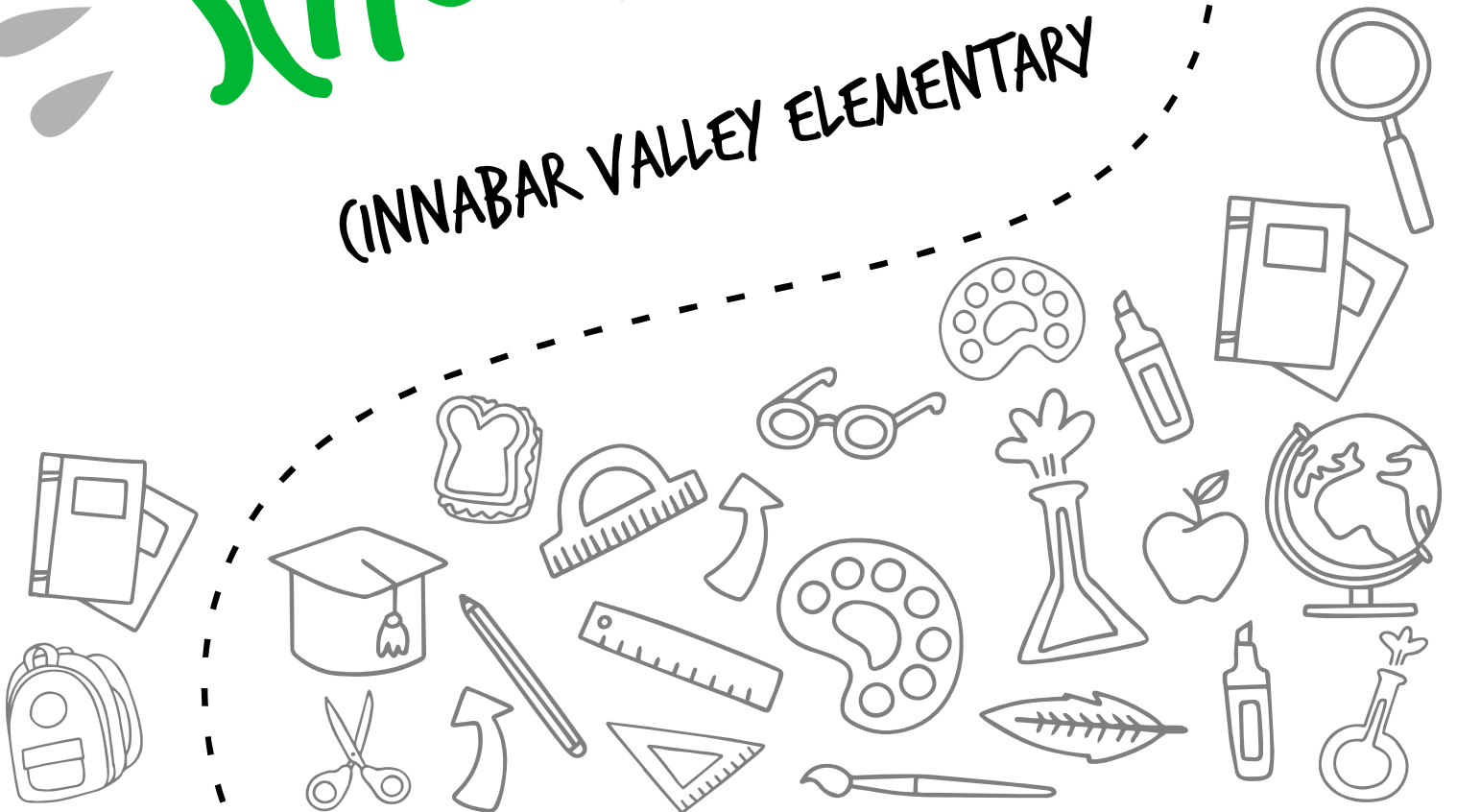


2019-20



SCHOOL PLAN

CINNABAR VALLEY ELEMENTARY





Cinnabar Valley Elementary School Plan 2019 - 2020



School Planning Document 2019-2020

Year of Plan: 2019-2020

School Name: Cinnabar Valley Elementary

Principal: Marisol Chatton



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 and 300 students.

Our school continues 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). Our virtue for September was Patience. This virtue was shared school wide and included in our newsletters creating “common language,” and understanding as we settled quickly into our new classrooms.

The creation of the school goals for 2019-2020 were a collaborative process, with the work tied directly to our Professional Learning Community sessions.

Our School Goals

To improve reading fluency and comprehension

Our Inquiry question:

How do we foster joyful, engaged reading and writing in a differentiated classroom while increasing student achievement using student mentors and authentic assessment practices?



Cinnabar Valley Elementary School Plan 2019 - 2020



Goals continued

To develop confidence and skills to successfully navigate - Math/ problem solving skills

To develop skills in the area of environmental stewardship and sustainability

To continue to develop a warm caring environment where students and teachers feel comfortable taking risks to develop their learning. Support school wide language/ SEL programs – Zones of Regulation

Strategies:

PLC – reporting document – through Google Doc

Jolly Phonics, Jolly Grammar, Whole Language and oral language strategies, Daily Five with (word work) Guided Reading, Buddies

Student mentors as agents of change / both VIU Practicum embedded program as well as our school wide Buddy Reading program

Words their Way / Daily Five Café framework – Gail Boushey and Joan Moser

Team building – Jo Boaler – Changing students’ minds and achievement in Mathematics /

Math/ Carol Fullerton - Teaching resources

Peter Liljedahl – Building Thinking Classrooms / Broadening the scope of research on mathematical problem solving/ focus on technology

Prodigy Math

Technology: Raz Kids, Epic books, starfall, Montessori crosswords, reading eggs, letter school, Google read and write



Cinnabar Valley Elementary School Plan 2019 - 2020



NLPS Reading Assessment from K-7

Grade	Areas of Strength	Areas of Focus	Areas of Concern
K	Rhyme production / Syllable Blending / Sound Deletion	Letter names and sounds, concepts of print	Phonological awareness - Letter Sound Correspondence, upper and lower case
1	Initial and final sound isolation, Segmenting phonemes, Blending Phonemes	Reinforce letter sounds ; blending and decoding words and how to build/ write words and increase bank of sight words	Blending (Phonemes- Segmentation and Decoding Blends) Sight words
2	Short vowel sounds/ Initial sounds, middle sounds, word blends	Long vowel sounds, complex vowel patterns. Blends and word endings	Long Vowel Sounds, Complex Vowels
3	Sight word recognition/making predictions	Word work games and activities to focus on complex vowels/ develop comprehension skills	Complex vowels/ ability to use inferencing in comprehension
4	Literal comprehension/ making predictions	Making connections to text- (how and why) Inferencing/ continue to pull ideas out of text and support with detail both in writing and reading	Inferencing, text features, connections
5	Prediction / Inferencing	Making connections/ Main idea/ supporting detail	Making connections
6	Making connections and inferencing	Main idea and supporting details/ paraphrasing and using textual evidence to support thinking	No immediate areas of concern in data
7	Literal Comprehension/ Predicting	Organization of writing/ Adding details into writing/ Connections/ inferencing	Gaining independence and confidence in literacy skills



Cinnabar Valley Elementary School Plan 2019 - 2020



Kindergarten Readiness: Learn Through Play/Social Emotional Learning

<p style="text-align: center;"><u>Literature Connections, Kindergarten</u></p> <ul style="list-style-type: none"> • The Invisible String • The Kissing Hand • We Share Everything! • Wemberly Worried • The Boy Who Wouldn't Share • Wilma Jean the Worry Machine • <i>How Do Dinosaurs...</i> Series • Franklin the Turtle, Paulette Bourgeois 	<p style="text-align: center;"><u>Literature Connections, Emotions/Behaviours</u></p> <ul style="list-style-type: none"> • When Sophie Gets Angry, Really, Really Angry • When Sophie Thinks She Can't • In My Heart: A Book of Feelings • Today I feel Silly • The Way I Act • The Way I Feel • Julia Cook, Author • Todd Parr, Author
<p style="text-align: center;">Social Thinking Curriculum</p> <ul style="list-style-type: none"> • Zones of Regulation: Perspective Taking; Expected/Unexpected • We Thinkers!: Thoughts/Feelings; Following the Group Plan; Thinking with Your Eyes; Body in the Group; Whole Body Listening 	<p>SEL is the process through which children understand and manage <i>emotions</i>, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p>
<p style="text-align: center;">Parent Resources</p> <ul style="list-style-type: none"> • <i>Making Sense of Preschoolers</i>, Dr. Deborah McNamara • <i>Parenting from the Inside Out</i>, Dr. Dan Siegel • NCDC, 250.753.0251 • Confident Parents Thriving Kids: Requires referral from a doctor. 	<p style="text-align: center;">Self-Regulation: What caregivers can do</p> <ul style="list-style-type: none"> • Recognize a growing array of feelings in self/others • Identifying solutions to simple problems • With support, using strategies like deep breaths and self-talk to calm down • Focusing attention and persisting on difficult tasks for increased lengths of time • Perspective-taking and early empathy