

# 1. Elementary School Growth Plan - Reading: September 2020 - June 2022 (updated December, 2021)

<b>School</b>	West Sechelt		
<b>Background</b>	Total Enrollment: 264 (Primary: 126; Intermediate: 138)		
<b>Data Summary</b>	<ul style="list-style-type: none"> <li>• School and classroom data</li> <li>• Provincial assessments</li> <li>• Aboriginal student success</li> <li>• Students with IEPs</li> </ul>		
<b>Data Analysis</b>	<p>Continue to benchmark all students in K- 3 twice a year (students arriving new in K – 7 are benchmarked upon arrival). Investigate introducing the Gates-MacGinitie (or other) assessment annually in the fall and spring gr 3- 7.</p> <ul style="list-style-type: none"> <li>• Intermediate – continue use of Adrienne Gear strategies and literature circles</li> <li>• Annual schedule for LLI/support reading groups – CT/ISS/Reading Suppt T– September/October meeting about class groupings and supports.</li> </ul>		
<b>Targets</b>	<b>December 2020</b>	<b>March 2021</b>	<b>June 2021</b>
	Students who are not yet meeting grade level expectations have completed a planning sheet as set out by the Reading Support teachers in collaboration w CTs.	Students who are not meeting grade level expectations have improved from the December assessments and may need to be further referred for special educational assessments	All K-3 students will be making progress towards reading at grade level by the end of grade 3. All 4-7 students will be making progress towards reading at grade level by the end of grade 7 in comprehension and vocabulary.
<b>Progress on Target</b>	Explore alternatives to supporting students who are not meeting goals: ex. <i>pushing-in</i> support vs. increasing the number/frequency of small reading groups		
<b>Strategy / Action</b>	<ul style="list-style-type: none"> <li>• Meet as a primary / intermediate teams to review student performance and plan team-wide interventions.</li> <li>• 12 x \$425 (release for <i>benchmarking</i>) = \$5100</li> </ul>		

	<ul style="list-style-type: none"> <li>• Increase number of teachers with LLI training (payment-in-lieu for teachers participating in LLI training = X2 for 2020-21 and X1 for 2021-22).</li> <li>• Since 0.5 of the Reading Support Teacher FTE has been reallocated to Inclusion Support Teacher (special education teacher) FTE to adequately provide that support, less reading teacher support will be available: ISTs will provide support as much as possible.</li> <li>• Annually: ensure that home reading materials have been inventoried/increased/replaced as required.</li> <li>• Annually: Intermediate teachers review novel sets/titles for class studies and literature circles and ensure materials are ordered.</li> <li>• Annually: maintain and enhance classrooms with reading materials at various reading levels.</li> <li>• Annually: Indigenous Ed T collaborates with Teacher-Librarian to increase materials by Indigenous authors.</li> </ul>	
<b>Engaging Parents</b>	<ul style="list-style-type: none"> <li>• Share school goals at the Oct, 2021 PAC meeting.</li> <li>• Promote workshops for home reading etc.</li> <li>• Share successes and special events: ex. Literacy Week activities</li> </ul>	
<b>Engaging Indigenous Educ Team</b>	Collaborate with Mary-Jo Hunt (Indigenous Suppt. T.) about the performance of the Indigenous students. Review the data in the Indigenous student binder.	
<b>Connections to District Plans</b>	<i>1d. Our students will: be literate. They will be effective communicators, critical thinkers and engaged citizens.</i>	
<b>Budget</b>	Professional Development	<ul style="list-style-type: none"> <li>• Increase number of teachers with LLI training (payment-in-lieu for teachers participating)</li> <li>• Support teachers participating in CARE sessions.</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• Discretionary class budget \$800 X 12 divisions = \$9600; suspended in 2021-22 due to budget pressures.</li> <li>• School library \$2000 - \$3000 depending on 1701 review/budget allocation.</li> </ul>

	Assessment	<ul style="list-style-type: none"> <li>Review number of psycho-educational assessments required in addition to those provided by ISS (X3 covered by school in 2020-21 - \$9000)</li> </ul>
<b>Principal</b>	Jeff Marshall	
<b>Team Members</b>	<p><b>Primary team:</b> Patty Dressler, Michelle Smart, Tlell Bristow, Johanna Marion, Ashly Fraser, Meghan Campbell, Melissa Paolozza, Katherine Andres, and Jyl Stinson.</p> <p><b>Intermediate team:</b>, Jyl Stinson, Chris Allen, Lisa Allen, Raun Desharnais, Julie Rempel, and Ray Clayton.</p> <p><b>Support Team:</b> Michelle Smart (reading), Danielle Arsenault (librarian), Ron Fremont(inclusion support), Dani Lawson (inclusion support), Mary-Jo Hunt (Indigenous educ), Karen Broom (English Language Learning), Steve Karagianis (music), Douglas Hagerman (music), Kate Cree (counsellor), Emily Hoy (counsellor) and Jeff Marshall (principal).</p>	