



QUEEN'S PARK ELEMENTARY

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SCHOOL IMPROVEMENT PLAN (2009-10)



Queen's Park Context

Queen's Park Elementary School provides education to approximately 190 students in Kindergarten through grade 5. We value our strategic community partnerships with the Rotary and Kiwanis Clubs of Penticton, Big Brothers & Sisters of the Okanagan, Okanagan Hockey School, and OliveUs Education Society. Our partners support our mission and guiding principles that contribute to student success. Queen's Park is supported by an active and dedicated Parent Advisory Council (PAC).

As a school community, we value an inclusive environment where all students are appreciated and welcomed for the strengths they bring to our school. We believe that all students can be successful by providing students with quality learning experiences that support academic success, social responsibility, and personal development.

INQUIRY QUESTION

While implementing specific structures and strategies through a collaborative approach, what indicators demonstrate that students are practising and improving their reading at Queen's Park?

RATIONALE: What evidence compelled us to ask this question?

Queen's Park staff use various approaches to teach reading skills, assess student reading achievement, and to utilize and access literacy resources to support reading enrichment for all students from Kindergarten to grade 5. Our objective with our inquiry question is to explore and evaluate our reading programs and strategies that motivate children to practice and independently utilize strategies to build their reading skills. In addition, we want to be able to identify how to best differentiate reading instruction to meet the needs of our most vulnerable readers.

After examination of our Kindergarten screening protocol, reading levels from PM benchmarks, Whole Class Reading Assessments and FSA results, outcomes reveal discrepancies in the number of students that are not **Fully Meeting** reading expectations as outlined in the British Columbia Performance Standards. These discrepancies and our own experience with our students, lead us to believe that reading is the foundation for academic success.

ACTION PLAN

OBJECTIVES: Specific Steps to answer our question?

1. Action based research to explore current educational research on effective reading interventions and strategies
2. Select a cohort to measure reading performance
3. Teachers will complete ongoing reading assessments to identify children who are approaching reading standards and to differentiate and individualize their reading programs to further enhance their reading progress
4. Identify children that are not *Fully Meeting* literacy expectations based on the Integrated Resource Package (IRP)
5. Evaluate specific reading strategies, resources and initiatives that are currently implemented to support a balance literacy approach
6. Develop community agency partnerships that support reading achievement at Queen's Park School

STRUCTURES AND STRATEGIES: For all students and our most vulnerable learners.

1. Provide teachers with uninterrupted time to complete thorough reading assessments for all students twice per year (Fall, Spring)
2. Ongoing teacher assessments to allocate additional reading resources for struggling readers
3. Opportunities for students to share their reading progress with their parents at student-led conferences
4. Teaching specific Clever Reading Strategies (look at the pictures, skip a word and read on, read it again, cover the ending, break words into chunks) to primary students
5. Group our emergent readers to provide additional Learning Assistance blocks to build individual reading strategies for our struggling readers

ASSESSMENT PROCESS & TOOLS: What will we use to measure our success?

- PM Benchmark results (grades 1- 3) this tool measures the student's ability to read words and to make meaning of what they have read - comprehension
- Whole Class Reading Assessment (grade 4,5)
- Accelerated Reader Data (grades 2-5)
- Student Self-Assessment (*Our staff believe it is important for our students to assess themselves as 'readers' – tool for self-assessment is still being developed and yet to be implemented*)

PROFESSIONAL LEARNING: How will we increase our capacity and collaboration?

- Provide time at each staff meeting for focused discussion correlating to our reading inquiry question
- Increase our understanding of the inquiry model for school improvement:
 - Teaching staff attended an inquiry model presentation by Teresa Fry on February 11, 2010.
 - Three representatives (two teachers & school administrator) will attend the OSTU and School District No. 67 inquiry facilitator training session on May 26, 2010
 - Teaching staff from Trout Creek Elementary and Queen’s Park School will attend an inquiry approach to school improvement presentation by Charlie Naylor on September 3, 2010
- Develop Moodle (on-line discussion group) teacher user group to share resources and continue collegial conversations relating to our reading inquiry question.
- Provide 1 hour of teacher directed inquiry sessions relating to our school improvement question once per month during our Social Responsibility Assemblies facilitated by the school administrator
- Consultation with Heather Rose (System Reading Helping Teacher)
- Ensure that teachers have sufficient (and current) resources to assist them to improve student literacy levels.
- Join the Network of Performance Based Schools

RESOURCES: What do we currently have and what do we need?

We will use flex funds to release teachers for collaborative practices to help support their professional growth in literacy and assessment practices.

We will assess our instructional resources and purchase additional materials as needed to ensure program alignment across the grades in language arts.

PARENT INVOLVEMENT: How parents will become partners in our efforts?

- Encourage family literacy by promoting programs hosted at Queen’s Park School:
 - StrongStart Program
 - Ready Set Learn sessions
 - PALS Program
 - Reading Picnics
- Recruit and train parent volunteers to participate in our One to One Reading Program
- Communicate reading strategies and resources through the “Readers for Life” column in the monthly newsletter and on our school website

- Invite parents to attend our monthly school assemblies where we highlight student reading progress during our acknowledgement of our monthly READING STARS
- Encourage parents to attend parent-teacher conferences to discuss their child's reading progress
- Secure parent involvement for our School Planning Committee (SPC)

EVIDENCE

KEY FINDINGS: What did we find out?

PM Benchmark Results (Grades 1-3)

From September 2009- May 2010 there was a 6% increase in the number of students that were **Fully Meeting** reading expectations.

Whole Class Reading Assessment (Grades 4-5)

From September 2009- May 2010 there was a 5% increase in the number of students that were **Fully Meeting** reading expectations.

Accelerated Reader Data – January 2010 - May 2010

In our first year of implementation of the Accelerated Reader software program, 108 students from grades 2-5 answered 84.1% of reading comprehension quizzes correctly.

Accelerated Reader participants read an outstanding 16, 593,968 words over a five month period.

NARRATIVE: What successes are not reflected in the data?

- There was significant improvement for our emerging readers in the primary division:
20 % of primary students increased 10 -15 PM Benchmark levels from Sept 2009 - May 2010
14% of primary students increased 16 or more PM Benchmark levels from Sept 2009 - May 2010
- Queen's Park staff in collaboration with Copper Sky Productions, created a film ("STEPS to Success") to highlight Queen's Park reading initiatives and to share student reading accomplishments. This film can be viewed on our website <http://sd67.bc.ca/schools/queenspark/>

REFLECTION AND SUMMARY

REFLECTIONS: What did we learn? How did it make a difference?

At this point in time, we have not concluded our process of evaluating our specific steps to answer our reading inquiry question and to reflect on our structures and strategies to support reading achievement for Queen’s Park students. This will be discussed during our School Improvement planning day on Friday, September 3, 2010.

FUTURE PLANNING: Where do we go from here?

This will be discussed during our School Improvement planning day on Friday, September 3, 2010.

School Planning Council:

Name (Principal): _____

Name (Parent): _____

Name (Parent): _____

Name (Parent): _____