

SCHOOL GROWTH PLAN
YEAR 3

KOOTENAY ORCHARDS
ELEMENTARY SCHOOL
2022 - 2023



SCHOOL CONTEXT

KOOTENAY ORCHARDS ELEMENTARY IS A COMMUNITY SCHOOL WHEREBY MOST OF OUR STUDENTS LIVE WITHIN WALKING DISTANCE. KO IS HOME TO 227 STUDENTS AND 30 STAFF MEMBERS. OUR STUDENTS ARE SUPPORTED BY TEACHERS AND SUPPORT STAFF WHO WORK COLLABORATIVELY IN A WRAP-AROUND APPROACH. THE STAFF IS DEDICATED TO ENSURING THAT CURRENT, RELEVANT AND BEST PRACTICE TEACHING IS AVAILABLE AND ONGOING.

OUR PARENT ADVISORY COMMITTEE IS ALSO VERY ACTIVE IN ENSURING THAT OUR STUDENTS AND STAFF ARE PROVIDED WITH RESOURCES TO HELP SUPPORT AND COMPLEMENT THE LEARNING AND TEACHING WITHIN AND OUTSIDE THE 'BRICK AND MORTAR' OF OUR SCHOOL.

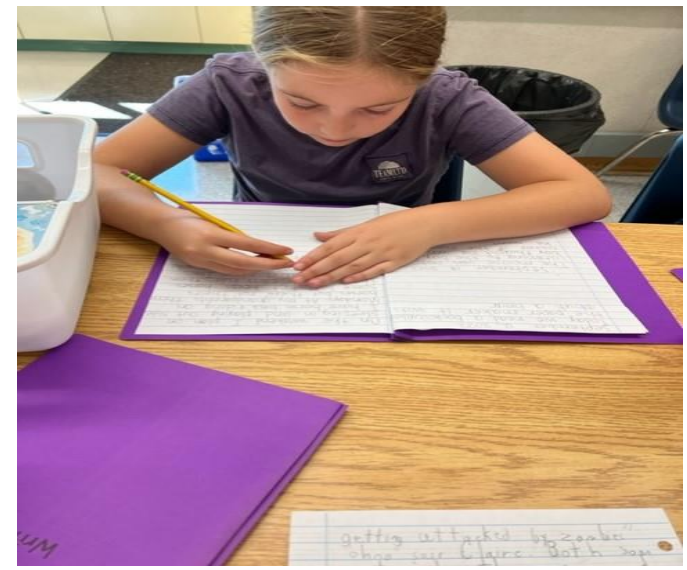
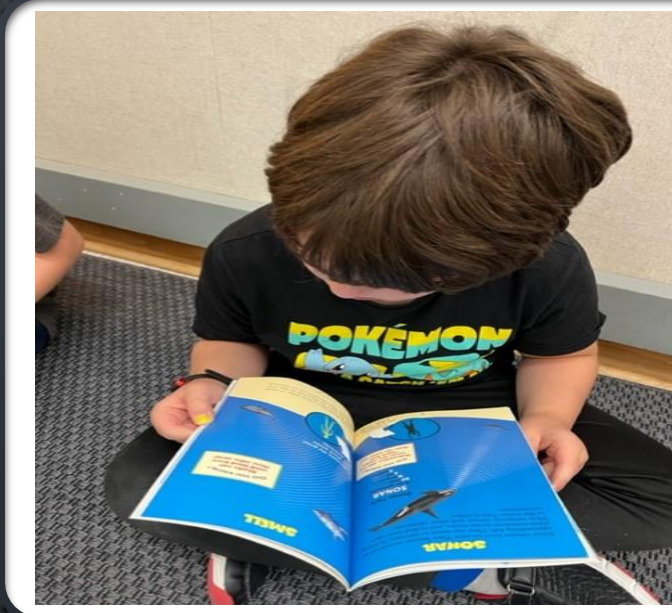




CURRENT SUCCESSSES...

AT KOOTENAY ORCHARDS ELEMENTARY SCHOOL WE STRIVE TO OFFER A BALANCED CURRICULUM TO OUR LEARNERS. OUR CURRENT STRENGTHS AND ACHIEVEMENTS ARE:

- RUNNING CLUB
- RECYCLING AND COMPOSTING HELPERS
- GRADE 6 LEADERSHIP OPPORTUNITIES
- MORNING ANNOUNCEMENT LEADERS
- YEAR ROUND OUTDOOR CLASSROOM
- SCHOOL GARDEN
- MULTI – USE FLEX SPACE IN THE OPEN AREAS
- ENGAGING MUSIC PROGRAM
- COLLABORATIVE ETHOS AMONGST, STUDENTS, STAFF AND PARENTS
- BREAKFAST CLUB PROGRAM AVAILABLE TO ALL
- BC FRUIT AND VEGETABLES PROGRAM



EDUCATIONAL OUTCOMES

WE WISH FOR OUR STUDENTS TO BECOME COMPETENT AND CONFIDENT READERS AND WRITERS

ANYWHERE, ANY PLACE, ANY PATH AND AT ANY PACE

WE WISH TO CELEBRATE THE DIVERSITY OF OUR STUDENTS IN OUR LEARNING COMMUNITY. BY CREATING FLEXIBLE USE AREAS IN BOTH THE PRIMARY AND INTERMEDIATE SPACES, WE ARE SUPPORTING INCLUSIVE EDUCATION.

EDUCATIONAL OUTCOMES

'READING IS LIKE BREATHING IN, WRITING IS LIKE BREATHING OUT' PAM ALLYN

- WE WISH TO HAVE OUR STUDENTS BECOME SUCCESSFUL IN BOTH READING AND WRITING. WE WISH FOR THEM TO BECOME RISK – TAKERS IN THESE TWO AREAS AS THEY NAVIGATE THE CURRICULUM AND TRANSFER THESE SKILLS TO AREAS BEYOND LITERACY.

GOOD READERS AND GOOD WRITERS LEARN HABITS THAT HELP THEM BECOME STRONG AND FLUENT. THE SEVEN HABITS ARE VISUALIZING, ACTIVATING SCHEMA, QUESTIONING, INFERRING, DETERMINING IMPORTANCE, MONITORING FOR MEANING AND SYNTHESIZING

https://www.stamfordpublicschools.org/sites/g/files/vyhlif3841/f/uploads/seven_habits_of_good_readers_and_writers.pdf

- WE WISH TO HAVE OUR STUDENTS ACQUIRE THESE HABITS THROUGH INTENTIONAL PRACTICE AND MINDFUL TEACHING

OBJECTIVES

- ALL PRIMARY STUDENTS (Gr. 1 – 3) WILL BE READING AT OR ABOVE GRADE LEVEL
- ALL INTERMEDIATE STUDENTS (Gr. 4 – 6) WILL BE WRITING AT OR ABOVE GRADE LEVEL



TARGET

- IN READING, STUDENTS IN GRADE 1 – 3 WILL BE SUPPORTED WITH TARGETED SKILLS AND WILL SHOW AN INCREASE OF 3% IMPROVEMENT IN 2022, 4% IN 2023 AND 5% IN 2024 IN THIS AREA.
- IN WRITING, STUDENTS IN GR. 4 – 6 WILL BE SUPPORTED WITH STRATEGIES AND TARGETED SKILLS DEMONSTRATING AN INCREASE OF 3% IMPROVEMENT IN 2022, 4% IN 2023 AND 5% IN 2024 IN THIS AREA.



TARGET SUMMARY

- IN READING, STUDENTS IN GRADE 1 – 3 DID NOT ACHIEVE THE TARGET PROJECTED FOR THE 2022 SCHOOL YEAR. ADDITIONAL RESEARCH AND STRATEGIES WILL BE ADDRESSED FOR THIS SCHOOL YEAR.
- IN WRITING, STUDENTS IN GR. 4 – 6 WERE SUPPORTED WITH STRATEGIES AND TARGETED SKILLS DEMONSTRATING AN INCREASE OF 15% IMPROVEMENT IN 2022. FOR THE 2022 - 2023 SCHOOL YEAR WE WISH TO MAINTAIN AN UNDER 30% ACHIEVEMENT BELOW GRADE LEVEL.

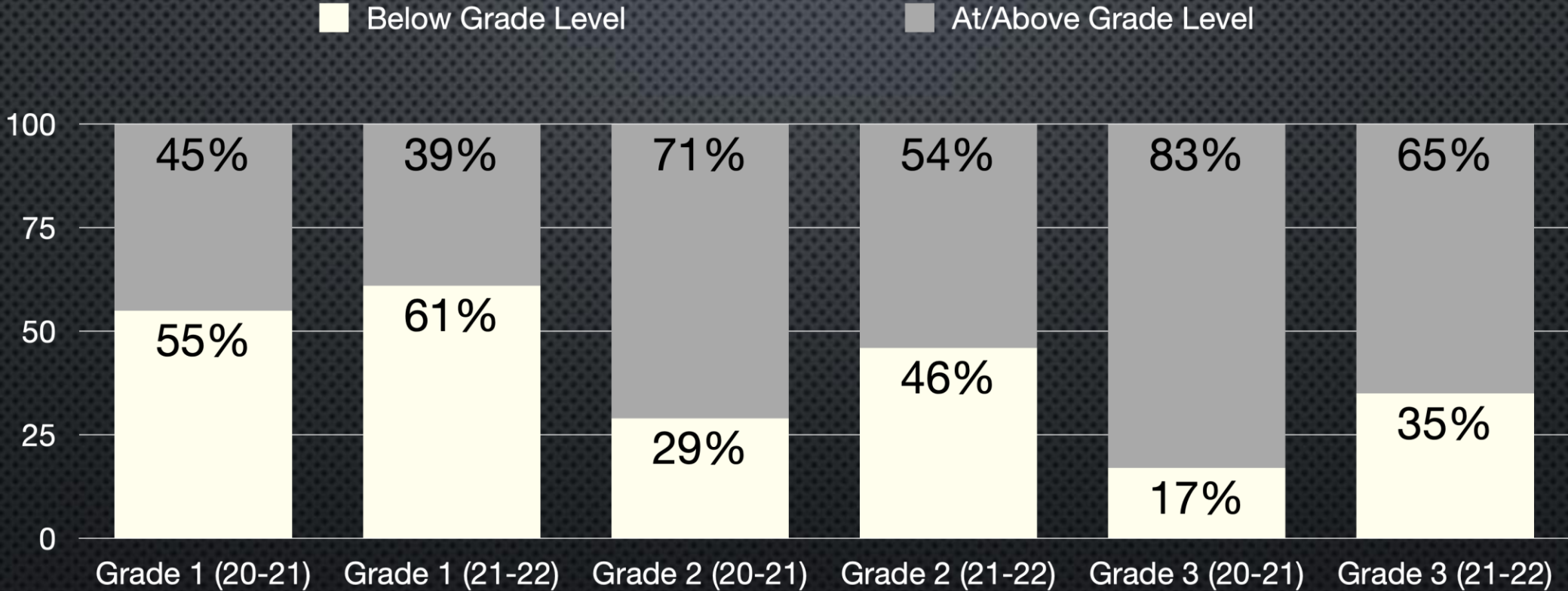


DATA

READING : 2021 – 2022 SPRING RESULTS OF GR. 1 – 3 PM BENCHMARKS ARE AS FOLLOW:

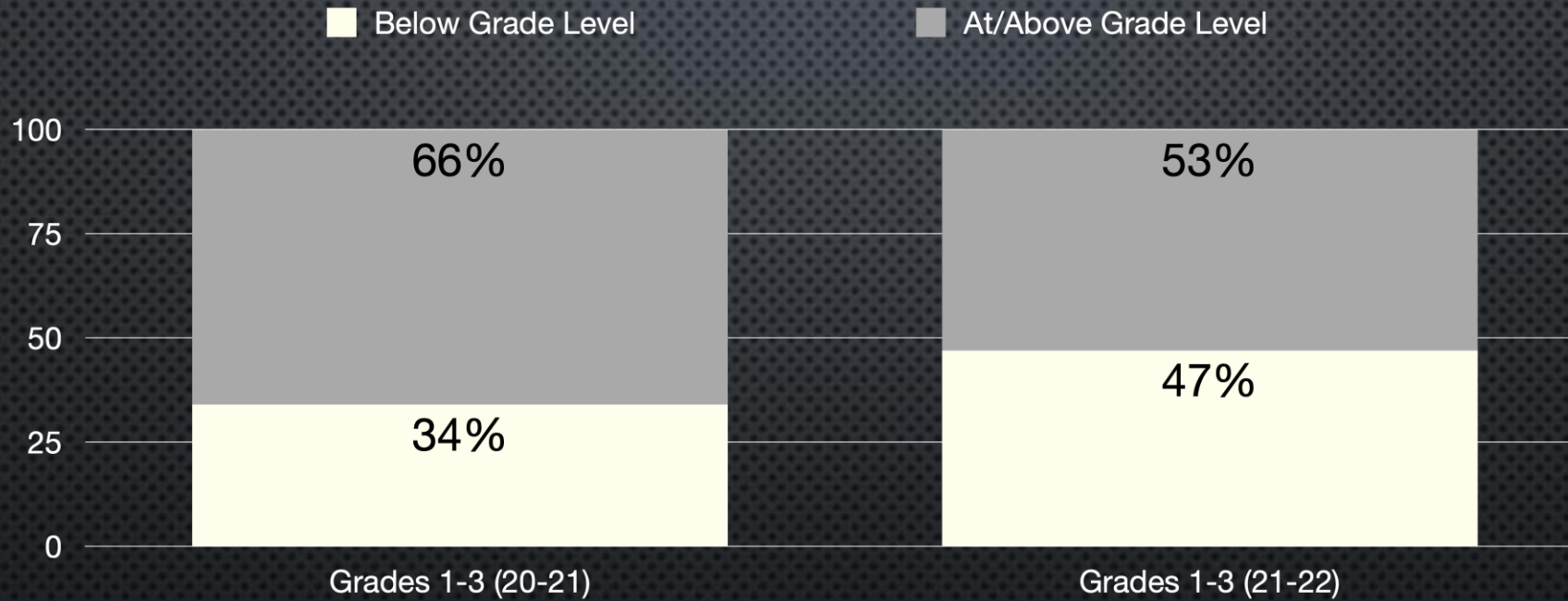
- 39% OF GR. 1 READING SCORES WERE AT GRADE LEVEL.
- 61% OF GR. 1 READING SCORES WERE BELOW GRADE LEVEL.
- 54% OF GR. 2 READING SCORES WERE AT GRADE LEVEL.
- 46% OF GR. 2 READING SCORES WERE BELOW GRADE LEVEL.
- 65% OF GR. 3 READING SCORES WERE AT GRADE LEVEL.
- 35% OF GR. 3 READING SCORES WERE BELOW GRADE LEVEL.
- IN SUMMARY – 53% OF OUR PRIMARY STUDENTS WERE READING AT GRADE LEVEL, 47% OF OUR PRIMARY STUDENTS (GR. 1 – 3) WERE READING BELOW GRADE LEVEL.
- * BELOW GRADE LEVEL SCORES WERE BASED ON A COMBINED RESULT OF EMERGING AND DEVELOPING

DATA- PRIMARY GRADES



Primary Grades Reading Results

PRIMARY READING SCORES



Primary Grades Reading Results

DATA ANALYSIS : 2020 – 2021 TO 2021 - 2022

- THE RESULTS REVEAL A HIGHER PERCENTAGE OF GRADE 1 STUDENTS, GRADE 2 STUDENTS AND GRADE 3 STUDENTS READING BELOW GRADE LEVEL FROM THE PRIOR YEAR. HOWEVER, BY FOLLOWING THE ACTUAL COHORT FROM YEAR TO YEAR, THE TRENDS ARE POSITIVE. READING SCORES FOR THE GRADE 1 COHORT (2020 – 2021) WHICH BECAME THE GR. 2 COHORT THE FOLLOWING YEAR REVEALS AN INCREASE IN 9%.
- READING SCORES FOR THE GRADE 2 COHORT (2020 – 2021) WHICH BECAME THE GRADE 3 COHORT THE FOLLOWING YEAR REVEAL A DECREASE OF 6% IN READING SCORES.
- WE WILL CONTINUE TO COMPARE COHORTS TO COHORTS IN ORDER TO FURTHER UNDERSTAND THE ACTUAL TRENDS IN THE READING RESULTS. EXAMINATION ON AND COMPARISON OF THE GRADE 1 2021 – 2022 COHORT (CURRENTLY THE GRADE 2 2022- 2023) COHORT WILL BE AN AREA OF FOCUS.

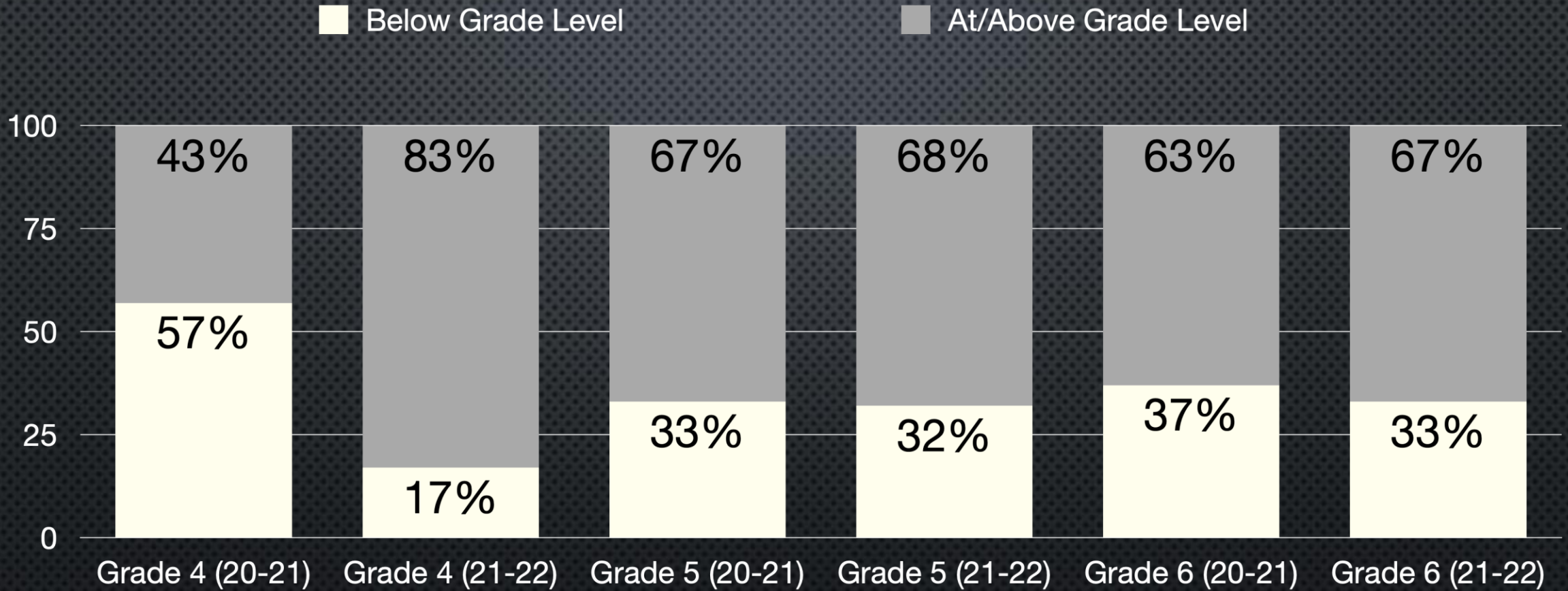
DATA

WRITING: OUR 2020 – 2021 SPRING ASSESSMENT RESULTS FROM OUR INTERMEDIATE SCORES (GR.4 – 6) REVEAL THE FOLLOWING:

WRITING:

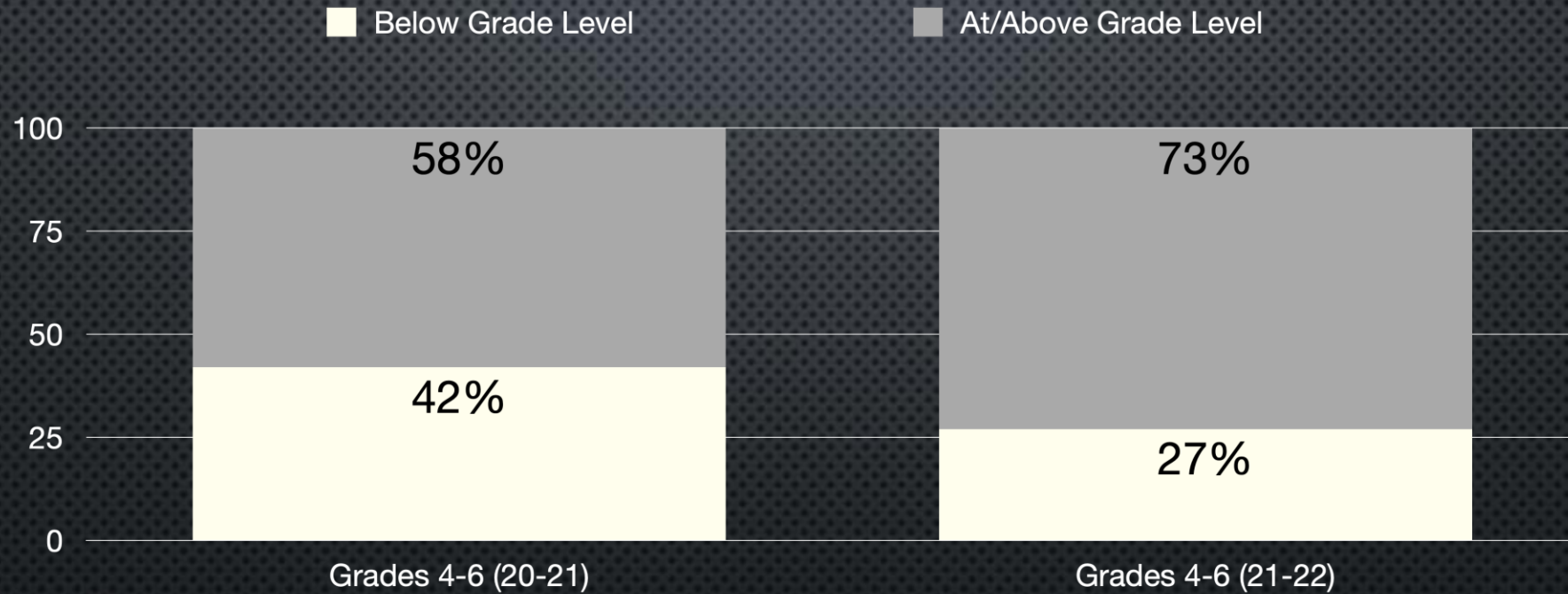
- GR. 4 WRITING SCORES BELOW GRADE LEVEL – 17%
- GR. 4 WRITING SCORES AT OR ABOVE GRADE LEVEL – 83%
- GR. 5 WRITING SCORES BELOW GRADE LEVEL – 32%
- GR. 5 WRITING SCORES AT OR ABOVE GRADE LEVEL – 68%
- GR. 6 WRITING SCORES BELOW GRADE LEVEL – 33%
- GR. 6 WRITING SCORES AT OR ABOVE GRADE LEVEL – 67%
- IN SUMMARY:
 - 27% OF INTERMEDIATE STUDENTS SCORE BELOW GRADE LEVEL IN WRITING
 - 73% OF INTERMEDIATE STUDENTS SCORE AT OR ABOVE GRADE LEVEL IN WRITING

DATA- INTERMEDIATE GRADES



Intermediate Grades Writing Results

GRADES 4-6 WRITING SCORES

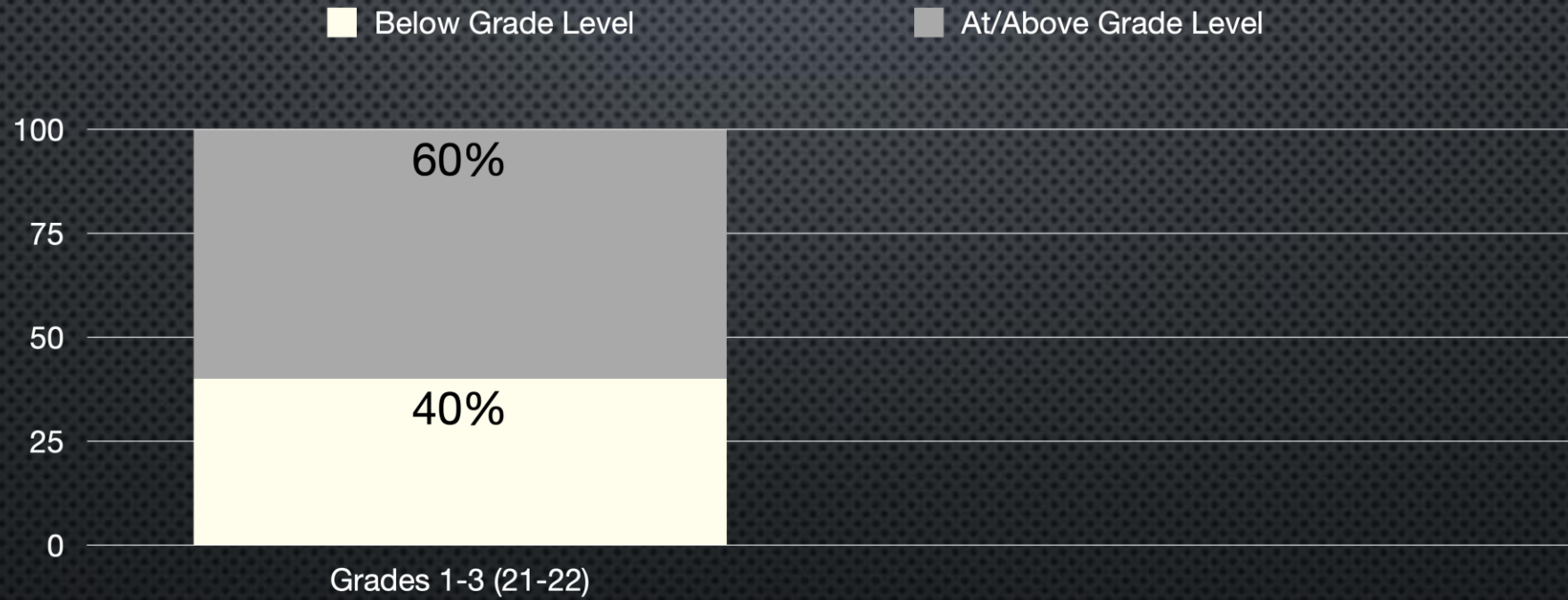


Intermediate Grades Writing Results

DATA ANALYSIS INTERMEDIATE WRITING SCORES

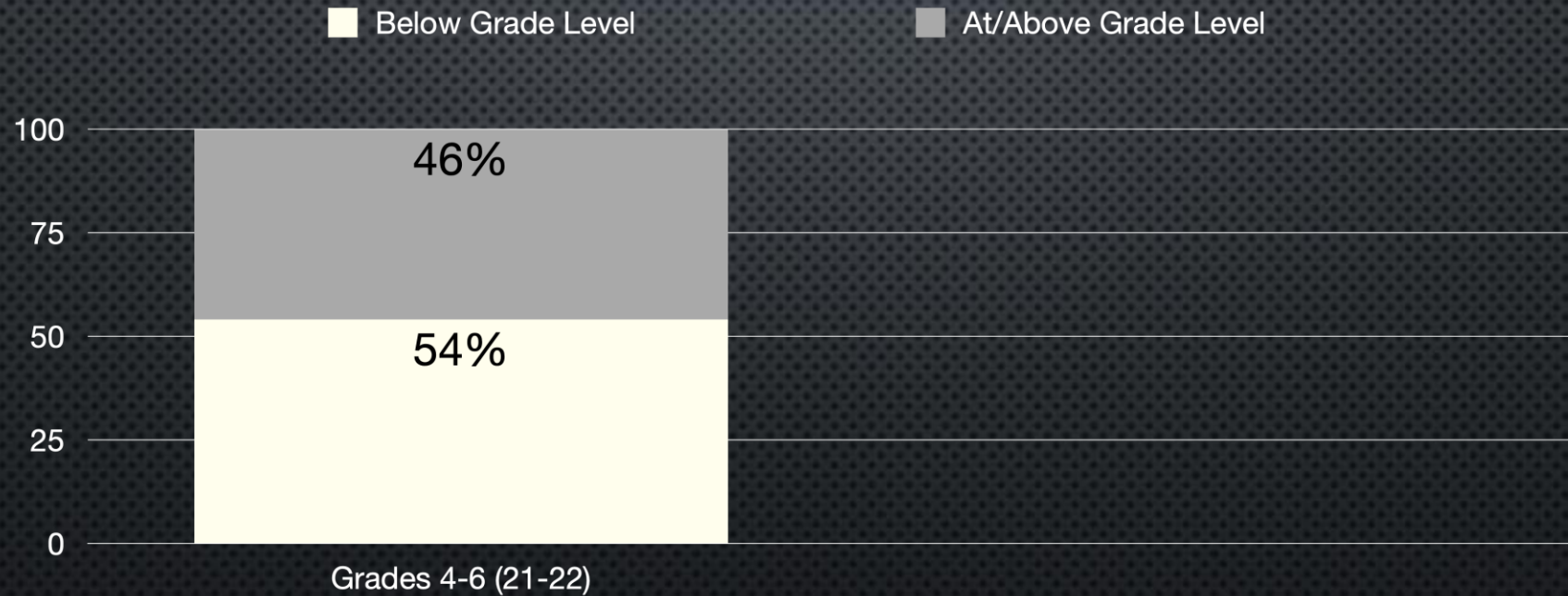
- FROM EXAMINING THE COHORT SCORES FROM 2020 – 2021 TO 2021 – 2022 THE FOLLOWING OBSERVATIONS ARE MADE:
- WRITING SCORES OF GR.4 COHORT (2020 – 2021) WHICH BECAME THE GR.5 COHORT (2021 – 2022) REVEAL AN INCREASE IN 25%.
- WRITING SCORES OF GR. 5 COHORT (2021 – 2022) WHICH BECAME THE GRADE 6 COHORT (2021 – 2022) REVEAL NO CHANGE. BOTH YEARS INDICATE A 33% BELOW GRADE LEVEL SCORES (67% ABOVE GRADE LEVEL SCORES).
- THE AGGREGATE SCORES OF THE INTERMEDIATE STUDENTS REVEAL A POSITIVE TREND – AN 15% DECREASE IN BELOW GRADE LEVEL SCORES. (15% INCREASE IN ABOVE GRADE LEVEL SCORES).

INDIGENOUS PRIMARY STUDENT DATA



Indigenous Primary Grades Reading Results

INDIGENOUS INTERMEDIATE STUDENT DATA



Indigenous Intermediate Grades Writing Results

INDIGENOUS STUDENT LITERACY SUMMARY

- DATA REVEALS: IN READING AT THE PRIMARY LEVEL – 40% BELOW, 60% AT/ ABOVE GRADE LEVEL*
- DATA REVEALS: IN WRITING AT THE INTERMEDIATE LEVEL – 54% BELOW, 46% AT / ABOVE GRADE LEVEL*
- THE POPULATION OF INDIGENOUS STUDENTS WAS 8% OF THE SCHOOL IN 2021 – 2022.
- DATA FOR THE YEAR 2020 – 2021 WAS NOT COLLECTED, HENCE NO COMPARISON IS MADE. YEAR 3 RESULTS WILL BE TABULATED AND DISCUSSED.

SUPPORTING INDIGENOUS STUDENTS

- THE PERCENTAGE OF INDIGENOUS STUDENTS IN OUR SCHOOL HAS INCREASED FROM 8% TO 12% (FALL 2021 – FALL 2022). TO ENSURE THAT THESE STUDENTS ARE RESPECTFULLY REPRESENTED IN OUR SCHOOL NARRATIVE, WE ARE DESIGNING SPACES THAT REFLECT THEIR IDENTITY AND HONOUR THEIR STORIES.



STRATEGIES - READING

- **THE FOLLOWING STRATEGIES WILL BECOME OUR GUIDELINES AND ROADMAPS AS WE NAVIGATE THE JOURNEY TOWARDS REACHING OUR GOALS AND ENSURING THAT OUR READERS ARE SUCCESSFUL.**
- 1) SHARE RESEARCH BASED LITERATURE WITH STAFF THAT ADDRESSES BUILDING CONFIDENCE IN STRUGGLING READERS
- 2) PROVIDE TIME FOR COLLABORATION TO ENSURE THAT PEDAGOGICAL CONVERSATIONS ENSUE SO AS TO DELVE INTO A MORE ROBUST SCOPE AND SEQUENCE OF READING OBJECTIVES
- 3) OBTAIN AND ANALYSE TIMELY ASSESSMENT RESULTS SO AS TO ASCERTAIN A MORE FORMATIVE APPROACH TO INSTRUCTION
- 4) PROVIDE MORE NON – FICTION READING MATERIAL TO STUDENTS SO AS TO ‘LEVEL THE PLAYING FIELD’ WHEN IT COMES TO READER SELF – CONFIDENCE.
- 5) PROVIDE MORE EXPERT READING MODELING (BUDDY READING, ONE – TO - ONE READING, INVITE AN AUTHOR TO READ ON LINE TO STUDENTS, READ – ALOUDS – STAFF AND GUESTS)
- 6) PROVIDE MORE ACCESSIBILITY TO INDIGENOUS MATERIALS
- 7) CONSULT WITH LITERACY SPECIALIST FOR SD5 – ERIN JONES
- 8) PROVIDE TIER 2 SUPPORT – TARGETED INTERVENTION
- 9) CONTINUE WITH THE HOME READING PROGRAM
- 10) CELEBRATE READING AS A SCHOOL (FLASHLIGHT READING, FORT READING, DEAR – DROP EVERYTHING AND READ, LITERACY EVENTS AT SCHOOL, STUDENT READERS ON THE MORNING ANNOUNCEMENTS)

STRATEGIES – WRITING

THE FOLLOWING STRATEGIES WILL BECOME OUR GUIDELINES AND ROADMAPS AS WE NAVIGATE THE JOURNEY TOWARDS REACHING OUR GOALS AND ENSURING THAT OUR STUDENTS ARE SUCCESSFUL WRITERS

- SHARE AND CELEBRATE EXEMPLARY WRITING IN OUR SCHOOL NEWSLETTER, SCHOOL BULLETIN BOARDS, IN BUDDY TEAMS, MORNING ANNOUNCEMENTS)
- PROVIDE OPPORTUNITIES TO WRITE AND REFLECT UPON INDIGENOUS CONTENT
- OBTAIN AND DISCUSS RESEARCH - BASED LITERATURE REGARDING WRITING BEST PRACTICES
(SERAVALLO, GEAR, BRIGHT)
- PROVIDE COLLABORATIVE MEETING TIME TO DISCUSS BEST PRACTICE STRATEGIES AND EMERGING THEMES
- PROVIDE COLLABORATIVE MEETING TIME WITH STUDENTS (ONE TO ONE / SMALL GROUPS) TO DISCUSS STRENGTHS, STRATEGIES, STRETCHES AND NEXT STEPS

HOW DO WE MEASURE OUR SUCCESS?

- WE WILL COLLECT QUANTITATIVE DATA SUCH AS BENCHMARK DATA, EARLY YEARS LITERACY PROFILE SCORES AS WELL AS QUALITATIVE DATA SUCH IMAGES, STUDENT REFLECTIONS, TESTIMONIALS AND DOCUMENTATION OF CHANGE, AND ETHNOGRAPHIC DOCUMENTATION.

