

Gibsons Elementary School Growth Plan: Reading 2021-2022

All students will be reading at grade level by the end of grade 3, as identified using the PM Benchmark assessment.

To continue to follow students through to the end of grade 7, ensuring that comprehension and vocabulary is equivalent to grade level.

School	Gibsons		
Background	Total Enrollment – 354 (K-grade 7) 60 Indigenous Students 70 students with IEP's		
Data Summary	<ul style="list-style-type: none"> • School and classroom data • Provincial Assessments • Aboriginal Student Success • Students with special needs 		
Data Analysis	Continue to benchmark all students in K- 3 twice a year Students arriving new in k – 7 are benchmarked upon arrival •Intermediate – continued use of Adrienne Gear strategies and literature circles •Year schedule for reading groups – CT/SPEd/RdngSup – meeting about class grouping and support		
Targets	December 2021	March 2022	June 2022
	Students who are not meeting grade level expectations have completed a planning sheet as set out by the Reading Support teacher. Reconfirmed at the November meeting	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 students in primary will be making progress towards reading at grade level by the end of grade 3. All intermediate students will be making progress towards reading at grade level by the end of grade 7 in comprehension and vocabulary.
Progress on Target	Exploration of another way to meet everyone's needs includes pushing in extra teacher and EA support as opposed to reducing class numbers and increasing the number of smaller groups		

Strategy/ Action	<p>Review reading cueing for reading assessments. Meet as a primary / intermediate team to review student performance and plan team wide interventions. •Annually: ensure that home reading material has been reviewed, resorted and resourced. Intermediate teachers to annually choose new book titles, preview and select for literature circles. Ensure that novel sets for intermediate have been selected and shared amongst the classes. •Annually, maintain and enhance classroom libraries with reading materials at various reading levels.</p>	
Engaging Parents	<ul style="list-style-type: none"> ▪ Celebrate Family Literacy Day (week-long events) ▪ Annually communicate our goals to all parents. (PAC meeting and email home) ▪ Communicate to parents how they can support their child's learning progress. 	
Engaging Ab Ed Team	<ul style="list-style-type: none"> ▪ Work collaboratively with the Indigenous Education teacher to support Indigenous students in a holistic manner understanding how overall health, place in the community, self-confidence and experience are key to literacy acquisition and academic success. ▪ Work with individual and small groups of learners ▪ Participate in IEP and SBT meetings; follow up meetings with parents 	
Connections to District Plans	<p>GES's goals are directly linked to the District's strategic plan. 1d. Our students will be literate. They will be effective communicators, critical thinkers, and engaged citizens. 2b. Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research-based professional development. To support students with Aboriginal heritage, the district Indigenous Learning Support team will be included in planning and a collaborative approach to support Aboriginal students.</p>	
Budget	Professional Development	9 x 425 x 2 (Benchmarking)=7650 CARE \$5000
	Resources	Class library 16 div x \$500 =8000
		Home readers \$2000 Lit Circle Novels \$
Principal	Lynda Brisebois	