

# Madeira Park Elementary: Goal #1 – Literacy 21/22

To Foster a love of literacy where all students are engaged,  
joyful & accomplished readers

School	MPES
<b>Background</b>	<p>Madeira Park Elementary (M.P.E.) is a small, rural school located in the Pender Harbour area of the Sunshine Coast. The school has an enrollment of 89 students from Kindergarten to Grade 6, and is made up of the following class compositions: K/1, 1/2/3, 3/4 &amp; 4/5/6. We have 5 students currently being Homeschooled. Currently, at the Primary level there are 49 students, and at the Intermediate level there are 40 students enrolled.</p> <p>There are 22 students with Indigenous ancestry and currently 1 student who is an English Language Learner (E.L.L.). As of November 1, 2021, there are 10 students currently at M.P.E. who are formally identified with an Individualized Education Plan (I.E.P.) Some of our students are currently in the formal assessment phase and will likely have updated I.E.P.'s in the near future.</p> <p>Our staff is engaged in regular discussions with parents, and colleagues (i.e. school-based teams &amp; I.E.P. meetings) to determine the best possible ways that we can support our students in their literacy, numeracy, and social responsibility.</p>

<b>Data Summary</b>	<p>The Kindergarten reading assessments for this fall are based on the latest SD 46 Kindergarten Screening inventory results from and classroom evaluations. Grade 1 &amp; 2 students are assessed using the PM Benchmarks; students in Grades 3, 4, 5 &amp; 6 are assessed using the <i>District Assessment of Reading Team (DART)</i>, and other independent reading inventories. The Levelled Literacy Intervention (LLI) program and Phonemic Awareness assessment are also being used for select students.</p> <p>At the end of the first term, teachers complete a Quick Scale summary of individual student progress in Reading, Writing, Numeracy &amp; Social Responsibility. This summary will also be completed at the end of term two and three by the classroom teachers, and it will guide the data collection process in regards to our Reading &amp; Social Responsibility goals for 2021/22. The Grade 4 Foundation Skills Assessment (FSA) Reading results from Nov 2021 indicate the following for Literacy: out of 14 students eligible for the FSA</p> <p>93% of students were considered to be On Track or Extending with 7% considered emergent in their skills.</p>
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## Data Analysis

This has been a challenging start to the school year with the effects of the COVID 19 shut down in 2020 and ongoing altered schooling and absences throughout the 2020/21 year still apparent.

Our reporting order for the province is in transition and our Primary students and those using the FreshGrade Portfolio to communicate student learning are now using a 4-point scale: Emerging, Developing, Proficient and Extending. The reading data will be our baseline to identify those students who require additional support in order to fully meet expectations in reading and are accomplished readers.

An analysis of the reading data Fall 2021 shows the following student achievement:

- Primary = 49 students
  - 9 students Emerging in their Literacy Skills
  - 15 students Developing in their Literacy Skills
  - 17 students Proficient in their Literacy Skills
  - 8 students Extending in their Literacy Skills
- Intermediate = 40 students
  - 23 Proficient or Extending in their Literacy Skills
  - 17 Emerging or Developing in their Literacy Skills

On-going familiarization and implementation of the revised B.C. education curriculum components (Core Competencies, Big Ideas & Learning Standards), grounded in sound pedagogy, are paramount to student success. The data suggests that more discussion and a deeper analysis with teachers and resource staff is essential to determine exactly what the root causes are and what needs to be done to improve reading achievement at M.P.E.

Previous discussions with staff have identified a number of challenges:

- low achieving students who are often absent or late
- a range of student abilities in reading
- many programs work best in small group or 1-on-1 situations
- time for teachers to complete individual assessments without affecting quality instruction time
- adequate reading materials for individual levels and needs
- lack of home reading and home support with some parents
- disruptive behavior effects student achievement and fellow classmates
- additional support and assessments required for extremely low readers
- further literacy in-service/Pro-D support for teachers

Targets	Nov 2021	March 2021	June 2021
	<p>51% of M.P.E. students are Proficient or Extending in their literacy skills as identified by classroom, and standardized assessments:</p> <p>PM Benchmarks, DA.R.T, L.L.I, or other inventories.</p>	<p>65% of M.P.E. students will be Proficient or Extending in their literacy skills as identified by classroom, and standardized assessments:</p> <p>PM Benchmarks, DA.R.T. , L.L.I.,or other inventories.</p>	<p>75% of M.P.E. students will be Proficient or Extending in their literacy skills as identified by classroom, and standardized assessments:</p> <p>PM Benchmarks, DA.R.T. L.L.I., or other inventories.</p>
<p><b>Progress on Target</b></p>		<p>_____ of students were Proficient or Extending in their literacy skills</p>	<p>_____ of students were Proficient or Extending in their literacy skills</p>

**Strategy/  
Action**

- Use Teaching, Learning, Collaboration (TLC) funds to support in- depth staff discussions and literacy program direction in consultation with District Leadership initiatives such as the CARE Project
- Complete standardized assessments using the DART, PM Benchmarks and Phonological Awareness Assessments
- Identify needs and strengths for each student in the class
- Embed proven literature strategies into whole class instruction
- On-going discussions and reflections around our reading goal will be incorporated into monthly staff meetings and staff collaboration meetings
- Utilize online reading program support such as Reading A-Z (*Raz Kids*), & *Epic Books* to enhance literacy skills for all students and use targeted intervention strategies such as Lexia Core 5 and LLI for some students
  - Use of *Read & Write for Mac and Chrome* to enhance literacy skills. Staff training and support is provided and ongoing.
- Schedule 1 -1 and small reading groups for skill reinforcement for the most vulnerable readers. Our Inclusion teacher, Classroom teachers, Literacy teacher, Principal and EA’s work together to provide support
- Implement guided reading groups for students in K to Gr 5. Kindergartens to work on letter identification, and Gr 4/5/6 class will be utilizing literature circles and individualized instruction practices
- “The Balanced Literacy Classroom: 6 key elements” as expressed by R. Allington (*Every Child Everyday*, 2011) to be nurtured and supported in each classroom
  - Incorporate popular literary sets into these programs known as the *Sails* Program and Scholastic *Literacy* with a variety of reading levels
- Purchased comprehensive Fountas & Pinnell L.L.I. kits in conjunction with SD 46 to support our most vulnerable learners

- Integrate literacy instruction into fine arts and other wholistic themes
- Incorporate Adrienne Gear's literacy strategies from her resources: *Powerful Understanding & Reading / Writing Power*
- M.P.E. is very excited to have a Teacher-Librarian on Fridays and Literacy teacher support for an extra .3
- Utilize computers in Library so that students know how to use *Destiny* computer program and access materials independently
  - Reading Success: opportunities to celebrate reading achievements on a regular basis – school announcements, assemblies, home correspondence, school newsletter, book talks, leadership club, literacy draws etc.

<p><b>Engaging Parents</b></p>	<ul style="list-style-type: none"> <li>• 2021/22 School Development Plan will be shared with the MPES PAC in Winter 2022</li> <li>• Nightly home reading program of 20 minutes/night from K to Grade 6</li> <li>• Family Literacy Week in January the school-based activities will focus on author visits, reading around the world, MPES Literacy Crawl and Charlotte Diamond</li> </ul> <p>• <i>Parents as Reading Coaches</i> - tips at PAC meetings, in newsletters, on our MPES website and in Jan 2021 parent support from the district in workshops such as SPARK</p>
<p><b>Engaging Indigenous Ed. Team</b></p>	<p>We are fortunate to have an Indigenous Education teacher one day per week.</p> <p>To work in conjunction with our Indigenous Education Teacher</p> <ul style="list-style-type: none"> <li>• Examine where we want to go as a school and how we can best support all of our students, particularly those with Indigenous ancestry</li> <li>• Examine recent documents – Indigenous world views and perspectives in the classroom; Truth and reconciliation: calls to action, and First Peoples Principles of Learning</li> <li>• Continue to examine our database to identify what Indigenous resources are currently available in our school and what we would like to purchase</li> <li>• Explore different ways that we can utilize these resources with the new curriculum</li> <li>• Expand the instructional support role performed by the Indigenous Education Support Teacher and SD 46 team to include literacy instruction in the context of the classroom alongside the classroom teacher</li> <li>• Invite Indigenous Education Support Teacher to attend staff meetings, relevant parent / I.E.P. meetings and share insights where necessary</li> <li>• Have cultural and Indigenous celebrations (ie. Orange Shirt Day, National Indigenous Day)</li> </ul>

<p><b>Connections to District Plans</b></p>	<p>Madeira Park Elementary literacy goal... To foster a love of literacy where all students are engaged, accomplished readers.  This reading goal is directly related to the <i>School District #46 Strategic Plan for 2019 – 2023: Excellence in All We Do</i></p> <p><u>Under the heading <i>Students</i>:</u></p> <p>-  Goal 1d states, “our students will be literate. They will be effective communicators, critical thinkers and engaged citizens”.</p> <p>Goal 1h states, “our students will explore Indigenous cultures in our community and the diversity of cultures in the world.”</p> <p>Goal 1j states “our students will have the digital literacy skills to enhance and communicate their learning and to responsibly navigate technology”</p> <p><u>Under the heading <i>Staff</i>:</u></p> <p>Goal 2c states, “our staff will apply a deep understanding of inclusive education practices.”</p> <p>Goal 2d states, “our staff will be leaders in their work.”</p>	
<p><b>Budget</b></p>	<p>Professional Development</p>	<ul style="list-style-type: none"> <li>• BC Ministry of Education - new curriculum website</li> <li>• A portion of TLC funds to be used in conjunction with School Development funds to support collaboration sessions on set days after school</li> <li>• Provide a variety of professional materials for staff to read and discuss at staff meetings</li> <li>• Staff reps participating in the CARE Project</li> </ul>



	Resources	<ul style="list-style-type: none"> <li>• We now have a trained 0.2 Teacher- Librarian to work in conjunction with staff to train students</li> <li>*Increase in Literacy Support time .3</li> <li>* School license of Reading A-Z for K-3</li> <li>• Read &amp; Write in-service with SD 46 Tech. support</li> <li>• We hired an additional Education Assistant in Sept to provide extra support in the classroom and in small group literacy settings</li> </ul>
<b>Principal</b>	Mrs. Sandy Magnussen	
<b>Team Members</b>	MPES Staff	