

School

Cypress Park Primary School

FESL Year

Year 2

School Context

Cypress Park Primary School strives to develop caring, knowledgeable, and principled students who apply their skills and knowledge in real-life situations and recognize different perspectives with integrity. It is the school's goal to foster confident and inquiring individuals who are citizens of the world.

Cypress Park is an International Baccalaureate World school delivering the Primary Years Programme to Kindergarten through Grade Three learners. Learners move from Grade Three at Cypress Park into Grade Four at nearby West Bay Elementary and the enrollment is carefully balanced between the two sites to ensure that all Cypress Park learners are accommodated at West Bay.

Cypress Park currently enrolls 75 students with approximately 27% of the school population having mother tongues (Mandarin, Cantonese, Farsi, others) other than English and thereby receiving English Language support.

The community is a proud and tight-knit with a clear sense of self. The parent community is highly involved and the staff work closely together and feel a sense of connection with all of the students within the building. The architecture of the site reflects this connectedness with all classrooms radiating from a central common-shared working and learning space and learning commons.

As an IB school, teacher collaboration is at the core of all curricular planning. Enriched learning experiences for students include French instruction in all grades, and Physical Education and Music classes with dedicated specialists. The learning community is committed to developing learners to be responsible and reflective citizens.

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The Cypress Park Parent Advisory Council provides targeted support for the learning community in partnership with school leadership.
The dedication of teaching staff in partnership with the committed parent community create a strong sense of family in this small school setting.

Identified Goal:

Is your goal specific, meaningful, measurable and evidence-informed?

Through the implementation of inclusive practices and a team-based approach, how can the literacy achievement (communication skills)/(writing skills) of learners be improved?

A focus on Communication skills, specifically writing, at developmentally appropriate levels through inclusive practices:

- develop authentic ways to integrate literacy into our IB planners and transdisciplinary themes
- find a balance between an inquiry-based approach to literacy development and honing in on foundation skill development for our students
- integrate targeted and personalized writing instruction in the IB planners through the mini-lesson approach
- examine inquiry-based ways to promote language skill development and play to promote language skills i.e. Story Workshop, CP News, squiggle and symbol writing (Kindergarten)
- survey student learning needs to create a scope and sequence of skills, and genres
- examine inclusive practices to highlight how meeting the needs of all our learners can support learning, development and a sense of belonging resulting in improved student achievement, reduce anxiety in students
- targeted use of technology i.e. Book creator, SeeSaw, Chatterpix, iMovie
- partnership and co-planning and team-teaching with our enrolling teachers, specialist teachers, and Inclusive Education staff (ELL, LST and Counselor)

Measurable: FSA Data, Student learning Survey, School-wide writing, Anecdotal interviews with teachers (enrolling, specialist, ELL, LST, Counselling)

Rationale for Goal

Why is this goal important to your school community?
How will this goal improve educational outcomes for students?

Literacy is a foundational skill that drives success for all learners. As a learning community, developing a common vision and understanding around literacy and how best to support

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learners is integral to our classrooms being inclusive spaces where differentiated learning is visible and celebrated.

Cypress Park is an IB school and we are planning to investigate and drive this school goal through the lens of inquiry and using the philosophy and common language of the Primary Years Programme. Staff continue to focus on the co-construction of a scope and sequence in writing that can be effectively integrated into the program of inquiry. Writing is integral to the IB planning process but there has been a shift to focus on ensuring that we are collaboratively planning and building on learners’ skills throughout all the units within the school-wide Programme of Inquiry.

We are looking to incorporate new teaching practices through this goal. We hope to learn new practices that support all our learners and create inclusive environments where all feel supported and excited to engage in and produce quality writing/print.

Evidence/Data

What evidence/data is leading your school to this goal?
 What student success data do you want to improve? What are your measures of success?

Interview educators and parents

We should see an increase and/or continued success in academic indicators. Data used to inform could include:

- Foundational Skills Assessment (tracking former CP students currently at WB)
- School Wide write
- Literacy assessment tools (DIBELS, PM Benchmarks)

We will be evaluating five questions from the Student Learning Survey. They are:

- I feel like I’m getting better at writing
- Do you have a chance to self-assess your work?
- Do you feel you are better at self-assessing your learning?
- At school, do you get to discuss the quality of your work or other students’ work?
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Stakeholder Engagement

How have you included the perspectives/voices of all stakeholders in your school community?
 How will you ensure ongoing collaboration with all your different stakeholders?

We will share and engage with stakeholders in the following ways:

- 1) Parents

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- a) PAC meetings (sharing of goal, eliciting feedback, sharing of data)
- b) E-bulletin (sharing of weekly intentions)
- c) Parent education events
- d) Parent education sessions
- e) Classroom communications:e-portfolio, newsletters, classroom open houses, celebrations of learning, student showcases
- f) School website
- g) CP News
- h) Admin blog
- 2) Staff
 - a) Staff meetings
 - b) Small working group
 - c) Staff Reflection
- 3) Students
 - a) E-portfolios
 - b) learning showcases
 - c) Buddy class events
 - d) Bulletin boards
 - e) Student interviews

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

Our goal directly to the district FESL goal of Sense of Belonging

Action Plan
 What is your action plan for your FESL goal?
 What specific strategies will you implement each year?
 What resources, supports, and professional learning will you need to meet your goal?
 What structures will you put in place to ensure an ongoing focus towards your goal?

- Year 1 :
- Staff Attend Adrienne Gear
 - Develop a School Team (CP Visioning Team) of interested teachers to lead the learning and support the school goal
 - Participate in the district led writing professional development
 - Create opportunities for grade collaboration and sequencing building
 - revise IB planners to clearly incorporate writing opportunities, building on the grade below
 - incorporate ELL, LST and Counseling into the planning and implementation process

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- School-wide write and the review of this data
- reflect on FSA Data from WB's Grade 4

Thinking forward (May)

- Look at the DNA of each student at the beginning of the year - do we add to the DNA each year
- Pick 2 students to case study for the year as a documentation tool
- multi-modal way of expression

Specialist - communication skills

- risk-taking
- music as a language
- presentations skills and confidence

Year 2

Through intentional focus and attention on inclusive literacy practices and with the support of Inclusive Education staff, Cypress Park will continue to implement and reflect upon student literacy. This focus will be highlighted and discussed during collaborative planning sessions, staff meetings and during professional development days. As the Cypress Park

Things to include for Year 2:

- student case study for each grade
- looking at a scope and sequence for basic literacy skills (or at least a common plan for sound development and word study)
- scope and sequence for digital literacy - to help students access different modes of "expressing what they know"
- Continuing with CP News and developing more authentic ways to write for the community - Link to student action and UOI

Year 3

Reflection/Summary of Learning/Next Steps (End of each year))

What are the highlights of your learning journey for this year?
 What progress have you made? How do you know this?
 What aspects of your plan do you need to refine or adjust?

Year

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