

**School**

Cypress Park Primary School

**FESL Year**

Year 3

**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 community 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.

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?

We will improve the literacy achievement (communication/writing skills) of learners.

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

- 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, and 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)

FSA Data, Student learning Survey, School-wide writing, Anecdotal interviews with teachers (enrolling, specialist, ELL, LST, Counselling) will allow us to measure the impact of our efforts.

**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

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 who complete the assessments in the Fall)
- 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?

#### **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

- 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 (SeeSaw)
  - 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 relates to the district FESL goal of Sense of Belonging. Literacy is a core purpose of school and occupies a significant amount of a student's time and thus, a students' enjoyment and feeling of success in literacy impacts their enjoyment and feeling of success as a learner and their sense of belonging. We feel we belong in environments where we thrive and literacy is an important area of learning in which to thrive.

**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
- 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
- provide opportunities for 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.

- 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"
- CP News - Grade 3 leadership connected to "who we are" - communicators
  - wrote scripts, decided on roles collaboratively
- repeated practices of graphic organizers (gr 2/3)
  - venn diagram to do comparing Indigenous ways to make decisions and Canadian governance
  -
- Brainstorm reflections in each Grade group: What does it mean to be a Communicator?
  - findings: students use common language, such as group plan
  - Gr 3: words such as "explaining", "respecting" and "discussing", were used, they also knew the learner profile language well

#### Year 3

The following strategies will be implemented and assessed:

Question for Kindergarten:: Does offering a choice to having a loose part helps tell their Squiggle stories?

Ordering LARGE Visual Writing Journals/ Gr. 1s open-ended books when writing (no lines/ lines)

- Offering Kindergarten students loose parts to help tell their Squiggle stories.
- Using large, visual writing journals
- Offering a variety of writing journals to Kindergarten students to promote open-ended writing
- Jumping off of CP news, have monthly announcements, including interviews (as there is no PA system)
- Digital Scope and Sequence - - take a picture, take a picture and label, take a short video, iMovie
- A goal would be that when they share their writing or a presentation that they understand that they are being a communicator. Being a communicator is sharing your ideas in different ways. We want them to leave CP with knowing how to write a speech, share their understanding, and have a repertoire of different communicator forms.
- CP learners know communication is about their voice - for this year, we want to highlight some of their writing by projecting it for others to see, so that students can notice their print and appreciate themselves as not just oral communicators, but written communicators also.
- E-Bulletin communication about our FESL goal and some parent education will occur, such as Communication Corner and continuing to use Seesaw as a communication tool (The student asks, Did you SEE my learning? The parent replies I SAW!) with parents using more than just an emoji to reply and instead drawing from their resource library.
- Invite families in to showcase communication
- During Staff Meetings and Collaboration time, share out as a staff our communication and writing progress. Highlight the progression of the different ways to tell a story at the different grade levels.
- Indigenous Principles of Learning- experiential goal or learning takes patience and time or Learning is embedding in memory, history and STORY
- Gr 3s communicating the Indigenous animals connection to a Learner Profile Trait with the rest of the school

Grade 3 Student Learning Survey in March 2024

- 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?

**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 1:****Gathering Data:****Grade 1:**

- teaching of specific communication forms such as procedural writing, lists, stories and poems has given them more **agency** over their writing and communication. With their gained knowledge of the written forms, students are given more **choice** during writing/workshop times. Students are more engaged and have taken more ownership over their written pieces.

-exploring and investigating many forms of expression has enabled learners to tap into and connect to their strengths and a growing **confidence** is emerging

(anecdotal observation)

CP News: The News has provided the students with Voice and Choice. They have owned the news articles and each are working at their level. The partner work has been inclusive. The partnerships have allowed for integrated, scaffolding modelling.

**Kindergarten:**

-developing an **oral language** continuum in Kindergarten (comment vs question; differentiating between attending and engagement. Scaffolding whether it is a question and a comment.); working on sharing **inferences** O.W.I

-**sound knowledge (wall)**- following a sound scope and sequence based on the Handwriting without Tears resource. The impact is that developing their sound knowledge has allowed for a fluent and consistent. Printing and sound making together has allowed for repetition.

-developing and supporting their social language skills. (Power Talk, Problem Solving)

**Grade 2**

-**Use of Graphic Organizers:** This has increased confidence because of the familiarity. Teachers are able to differentiate for learners. Extend for those that needed it and support for those that need it.

-structuring the week and doing explicit written instruction to include mini-lessons a few times during the week that connects with our planners.

- explicitly finding reading and writing

-subscription boxes for Adrienne has enabled inclusive practices because orally all can do it

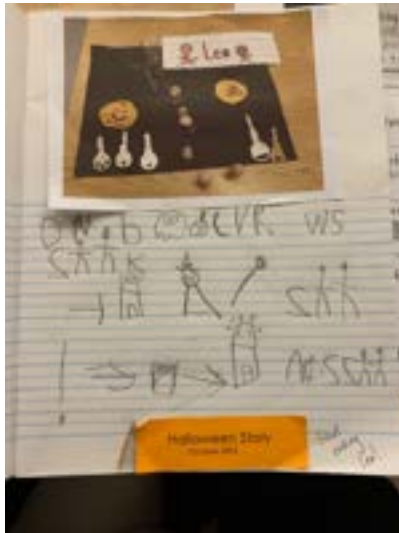
**Grade 3**

-choosing topics that they're interested in

-they're partnering up on their own which has enabled the reluctant writers to have a model and have scaffold it for them

-different modes to express their stories

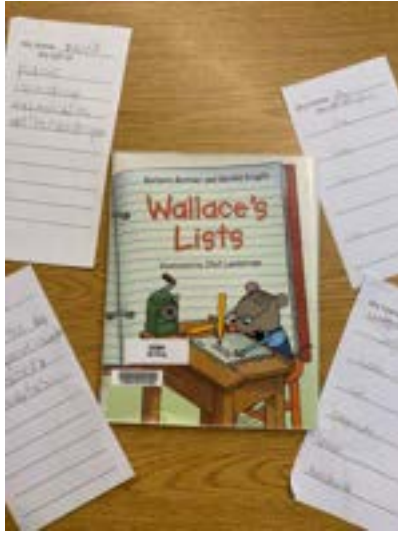
-K/Grade 3 Story Collaboration Project has enabled students to orally and pictorially communicate ideas with grade 3's leading and guiding

**Year 2:**

We did an intensive vertical and horizontal look at our POI and embedded writing and **communication styles/forms** in each unit of inquiry that connected to our central ideas and lines of inquiry.

Examples: lists, labels, script writing, procedural writing, oral storytelling, speeches, presentations etc.





-The K/Grade 3 Story **Collaboration** Project has enabled students to orally and pictorially communicate ideas with grade 3's leading and guiding.



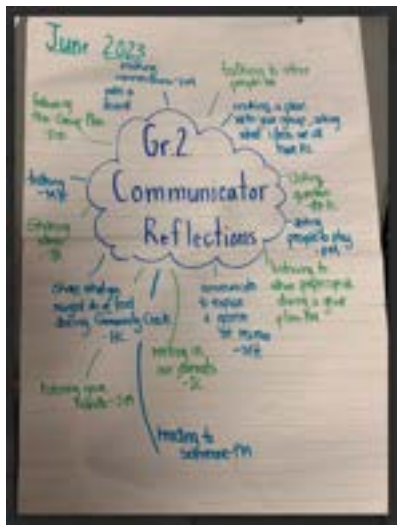
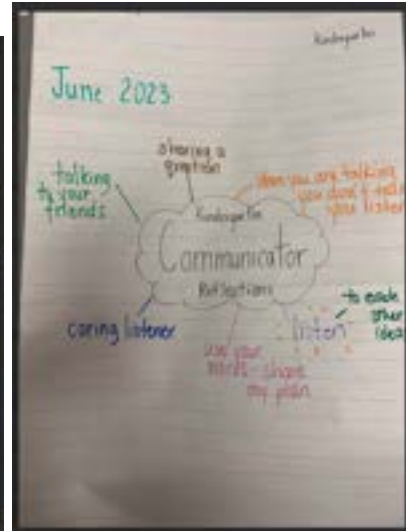
-**CP News:** The News has provided the students with Voice and Choice. They have owned the news articles and each are working at their level.



During our school-based Professional Development days we took an in-depth look at **anchor/mentor texts** that demonstrate a modality or form to use as a prompt or provocation. Our librarian used the catalogued system and we created a list of mentor text to correspond to our writing forms. We created a WISH List of books and the PAC has been helping us purchase these books for our Units of Inquiry and school library.

In response to the question:

How do the students respond to the question “What does it mean to be a communicator at Cypress Park?”



**Year 3:**

A highlight from this year so far has been brainstorming with the Grade 3's all the different ways we can be communicators to share stories and information.

