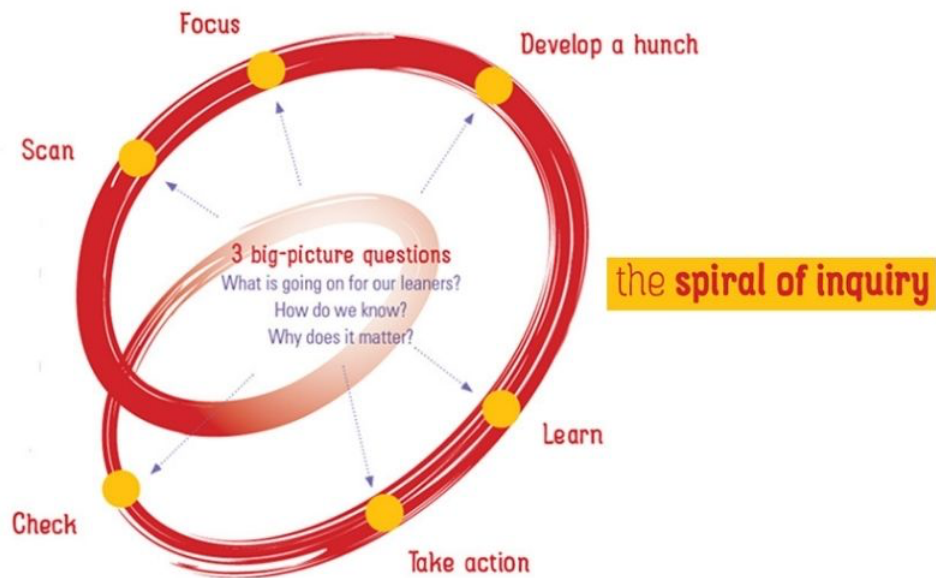


**School District 54 Bulkley Valley
Collective Action Plan for Enhancing School Growth
Twain Sullivan Elementary School
2023 - 2026**



"Spirals of Inquiry for Equity and Quality" ~ Drs Judy Halbert & Linda Kaser

Twain Sullivan Elementary School

1771 Walker Road

Houston, British Columbia

250-847-2227

Principal Mrs. Mary Neto

School Context:

- Twain Sullivan is a grade 4 to 7 elementary school in Houston, BC with 159 students, 9 teaching staff and 12 support staff.
- The student population consists of 41% of students with Aboriginal ancestry. The Indigenous learners come from a wide variety of Nations. The vulnerability indicators from the previous year show that 60% of the students have one or more life indicators that create challenges and barriers to success in school.
- Supports for students at the school include: individualized programming, counselling services, direct teaching of social emotional strategies, intentional adult/student relationship building, connecting families and students to the range of supports in the greater community. The breakfast/lunch program for the two schools (HSS & Twain Sullivan) supplies approximately 350 meals a day. Because of the substantial support from various community services and the schools, the most vulnerable in Houston can have their basic needs met.
- The teaching staff are innovative and enthusiastic educators who continually work to improve their practice. A variety of technology is used in each classroom. The school offers regular outdoor, place-based and community connected learning opportunities. Many classrooms go outside daily and there are seasonal Traditional Ecological Knowledge Days that involve the whole school experiencing land-based learning and outdoor education.
- Students have choice in how they spend their recess time as there are a variety of extra-curricular activities offered such as sports and crafting.
- We support, notice and name the positive behavior we see from students so that they can recognize when they show the SD54 Core Values.

1. Inquiry Question: Will a school wide focus on literacy improve student achievement in this learning area?

The school goal supports the School District 54 Learning Priorities Goal: All students will meet or exceed academic provincial norms. We are in the second year of the three-year cycle of this growth inquiry.

Twain Sullivan Elementary School 2023-2025 Inquiry Question:

Will a school wide focus on literacy improve student achievement in this learning area?

2023/2024 Reading

2024/2025 Writing

We will help students to develop skills to *proficiently and confidently read at grade level.*

We will teach and model a variety of *reading and comprehension strategies.*

We will teach and model a variety of *writing strategies.*

2. **Scanning & Data:** What do we know about our students?

- Students share that they like to read and they want to choose their own books.
- Some students like to write. It is difficult to comprehend their writing because spelling and sentence structure is not strong.
- Students engage with text in a variety of forms each day.
- 2023/2024 Grade 4 FSA literacy data 54.1% DEV; school reading data 46% DEV

3. **Focusing:** The most important work we can collectively do to improve the success of our students.

We believe that students should have the opportunity for eyes on text as many times as possible in a day.

We believe that students should read text at an accurate level to build reading fluency.

We believe that students should develop reading and comprehension strategies that help them to access text that is above their reading level.

We believe that each day students should have multiple opportunities to write in a variety of contexts.

4. **Research to Support:**

Improving Reading Skills Through Effective Reading Strategies

https://www.researchgate.net/publication/257718591_Improving_Reading_Skills_Through_Effective_Reading_Strategies#

Improving Reading Comprehension Through Higher-Order Thinking Skills

<https://files.eric.ed.gov/fulltext/ED496222.pdf>

OCED iLibrary: What can students do in reading?

<https://www.oecd-ilibrary.org/sites/5f07c754-en/1/2/6/index.html?itemId=/content/publication/5f07c754-en&csp=6aa84fb981b29e81b35b3f982f80670e&itemIGO=oecd&itemContentType=book>

The Use of New Technologies for Improving Reading Comprehension

<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00751/full>

Introducing teachers to new semiotic tools for writing instruction and writing assessment: consequences for students' writing proficiency

<https://www.tandfonline.com/doi/abs/10.1080/0969594X.2017.1330251>

A meta-analysis of writing instruction for students in the elementary grades

<https://psycnet.apa.org/buy/2012-18075-001>

Writing instruction improves students' writing skills differentially depending on focal instruction and children: A meta-analysis for primary grade students

5. Key Learnings:

Throughout the day, Twain Sullivan students need even more opportunities to read a variety of texts and to write for a number of purposes.

We are responsible for directly teaching reading, comprehension and writing skills to students.

6. Developing a Hunch:

Our hunch is that if we focus on direct teaching of writing skills, students writing level will increase to proficient.

Teaching staff have asked for professional learning in this curricular content area to support their teaching practice.

7. New Professional Learning:

Webinars

Powerful Writing Structures – Adrienne Gear

Planning & Implementing and Effective Writing Program

Targeted Mini Lessons to Enhance Information Writing

Learn from District colleagues

Reading & Writing Strategies

There will be further professional learning as opportunities arise.

8. Taking Action: As a collective what are we going to do?

School Wide

- professional learning
- collaboration through release time and on Thursday afternoons
- celebrate student achievement & learning
- Observe what is going on for our learners. Ask a sample of students the 4 Key Questions <https://noie.ca/wp-content/uploads/2019/11/NOIE-Four-Key-Questions-that-Matter-2019.pdf>

Classroom

- use the Changing Results for Young Readers framework – focus on one student, implement strategies, monthly assessment of the student's reading level and comprehension of text, track student's progress

9. Communication: How will we share our goal and results?

- focus on the goal during staff meetings, teacher release time and collaboration, ProD and third Thursday afternoons
- Students will participate in classroom lessons in which we will directly share that their learning is part of our school goal.
- We will provide parents with information on our school goal through PAC meetings, school website, monthly newsletters, and Facebook posts.

10. Families: How will we involve our school community?

- We will empower parents through sharing strategies that will support their developing readers increase their reading level, comprehension of text and writing fluency. We can do this through a literacy focused section of our newsletters and during concerts and parent/teacher conferences we can give pamphlets that have reading/writing tips.

11. Connection to our District Goals:

This school goal supports the School District 54 Learning Priorities Goal: All students will meet or exceed academic provincial norms.



12. Grounded in the 7 Principles of Learning

- Learners at the center
- Social nature of learning
- Emotions are integral to learning
- Recognizing individual differences

- Stretching all students.
- Building horizontal connections

13. Grounded in the First Peoples Principles of Learning

Learning is holistic, reflexive, reflective, experiential and relational, focused on connectedness on reciprocal relationships and a sense of place.

14. Grounded in School District 54 Core Values

- Compassion
- Honesty
- Respect
- Responsibility
- Fairness