

Sherwood Elementary School Development Plan

Activities listed on page 15-18

School Development Plan

Goal # 1: To have 85% of our students reading at or above grade level with accuracy, fluency and comprehension by spring 2008.

Strategy # 1: Teachers will use a variety of accepted assessment measures and processes in order to assess for learning and growth in reading

ACTION WORKSHEET

<i>Action Plan</i>	<i>Timelines</i>		<i>Responsible</i>	<i>Resources Needed</i>	<i>Budget</i>
	<i>Begin</i>	<i>Complete</i>			
Collect baseline data on reading records and comprehension assessments	Fall 2007	Spring 2007	Sherwood Staff	None	None
Collect initial reading records for all students in grades 1-3 and new or struggling students in grade 4-6	Every fall		Sherwood Staff	None	None
Perform grade 3 literacy pre and post assessments	Every fall		Sherwood Staff	None	None
Perform Dibels screen with all grade 1 students	3 times / year	Yearly	Resource staff	Dibels test booklets	None
Collect reading comprehension records for all students in grades 4 to 6	Fall 2006	Spring 2007	Sherwood Staff	Comprehension kits for gr. 4-6 French Immersion Teacher made assessment for all	None
Complete formal assessments to correspond with reporting periods	3 times / year	Yearly	Sherwood Staff	None	None
Develop a class profile form to record reading records (1-3) and reading comprehension results (4-6)	Yearly		Sherwood Staff	None	None
Passed into the resource teacher a copy of reading record/ comprehension results within 1 week of completing the assessments	3 times / year	Yearly	Sherwood Staff	None	None
Review core comprehension strategies taught at each grade level and coordinated across grade levels as appropriate	Fall 2008	Fall 2008	Sherwood Staff	None	None
Literacy teams will meet to review data regularly and plan interventions using data and teacher observation	Ongoing		Sherwood Staff	None	None

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	<i>Begin</i>	<i>Complete</i>			
Regularly use reading assessments to track progress.	Ongoing		Sherwood Staff	None	None
Provide a variety of assessment strategies; reading records, checklists, rubrics and exemplars	Ongoing		ESD Department of Education	Exemplars and rubrics	None
Teachers will monitor and map individual student comprehension and individual goals across grade levels	Ongoing		Sherwood Staff	None	None
Share reading assessments with students to promote understanding	Ongoing		Sherwood Staff	None	None

School Development Plan

Goal # 1: To have 85% of our students reading at or above grade level with accuracy, fluency and comprehension by spring 2008.

Strategy # 2: Implement reading intervention strategies across the curriculum (using a “Balanced Literacy Approach”)

ACTION WORKSHEET

<i>Action Plan</i>	<i>Timelines</i>		<i>Responsible</i>	<i>Resources Needed</i>	<i>Budget</i>
	<i>Begin</i>	<i>Complete</i>			
Apply the components of guided reading as part of a balanced reading program (see appendix C)	Ongoing		Sherwood Staff	None	None
Use a variety of instructional groupings to teach reading strategies (whole class, small group and individual instruction)	Ongoing		Sherwood Staff	None	None
Provide reading recovery to grade 1 English and French Immersion	Ongoing		Reading Recovery Teacher	None	None
Perform teacher will perform informal reading records regularly in grades 1-3	Ongoing		Sherwood Staff	None	None
Provide regular mini lessons on various reading strategies within guided reading groups	Ongoing		Sherwood Staff	None	None
Provide guided reading to all students on a regular basis.	Ongoing		Sherwood Staff	None	None
Provide daily guided reading to the lowest group.	Ongoing		Sherwood Staff	None	None
Use results from formal and informal reading/comprehension records to form groups for guided reading	Ongoing		Sherwood Staff	None	None
Provide students with daily opportunities to talk about their reading	Ongoing		Sherwood Staff	None	None

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<i>Action Plan</i>	<i>Timelines</i>		<i>Responsible</i>	<i>Resources Needed</i>	<i>Budget</i>
	<i>Begin</i>	<i>Complete</i>			
Specialists teachers support reading and reading comprehension with their students (see appendix)	Ongoing		Sherwood Staff	None	None
Put in place interventions to support students not meeting the 85% goal (second guided reading lesson/day, Reading recovery, Jolly phonics, Letterland, Resource, Tutor, School literacy support person)	Ongoing		Resource teachers and other designated people (tutor, peer helpers, literacy coaches, consultants, etc.)	None	None
Provide a variety of books at all levels from a variety of genres, as well as books with high interest/low vocabulary	Ongoing		Sherwood Staff, ESD Department of Education	Books	Unlimited
Monitor students self-selected reading materials to ensure independent leveled texts	Ongoing		Sherwood Staff	None	None
Send home independent level books every night with every student in grades 1 - 3	Ongoing		Sherwood Staff	None	None

School Development Plan

Goal # 1: To have 85% of our students reading at or above grade level with accuracy, fluency and comprehension by spring 2008.

Strategy # 3: Provide professional learning opportunities in reading and reading comprehension

ACTION WORKSHEET

Timelines

<i>Action Plan</i>	<i>Begin</i>	<i>Complete</i>	<i>Responsible</i>	<i>Resources Needed</i>	<i>Budget</i>
Plan professional development to line up with our school development goals of reading and comprehension	September 2007	February 2008	School Development Committee	Department personnel of necessary	Minimal
Complete comprehension strategies workshop with Karen Gaudet	Fall 2007	November 19 th , 2007	School Development Committee	Karen Gaudet	Minimal
Provide information on Phonological Awareness	Fall 2007	Fall 2007	School Development Committee	Karen Gaudet	Minimal
Provide ongoing training in: - reading records and analysis, fluency, prompts, comprehension strategies - guided reading	Ongoing		School Development Committee	Reading recovery leaders, literacy mentors and teachers	Minimal
Provide teachers with the opportunity to observe other teachers in our school and in other schools	Ongoing		Administration, teacher leaders	None	Substitute day for observing teacher
Provide opportunities for teachers to mentor each other./ team teach	Ongoing		Administration, teacher leaders	None	Substitute day for observing teacher
Provide support in the development of literacy centers & stations at all grade levels	Ongoing		Administration, teacher leaders	None	None
Provide research on best practices in teaching comprehension strategies	Ongoing		School Development Committee ESD, Department of Education	None	Substitute day for observing teacher
Find creative ways to allow teachers to have time during the school day for professional development	Ongoing		Administration School Development Committee	None	Perhaps substitute days

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Strategy # 3: Provide professional learning opportunities in reading and reading comprehension

ACTION WORKSHEET

Timelines

<i>Action Plan</i>	<i>Begin</i>	<i>Complete</i>	<i>Responsible</i>	<i>Resources Needed</i>	<i>Budget</i>
Have teachers create a list of new resources necessary to complete their reading programs	Spring 2007 Ongoing		Sherwood Staff	None	None
Designate the library as the area for staff reading resources	Ongoing		Librarian	None	None
Plan pd days with other schools / family of schools working on the same areas	Ongoing		School Development Committee	None	Minimal
Develop a list of comprehension resources (see appendix A)	Ongoing		Administration, Sherwood Staff, ESD, Department of Education	None	None
Provide teachers with the opportunity to observe guided reading sessions	Ongoing		Administration, Teacher leaders		
Model guided reading lessons	Ongoing		Literacy coaches (Sherwood and ESD)	None	None
Educate all teachers with regard to current assessment practices in guided reading (1-3) and reading comprehension (4-6)	Ongoing		School Development Committee Teacher leaders	None	None
Educate all teachers in use of rubrics and exemplars	Ongoing		School Development Committee Teacher leaders	None	None
Develop literacy teams comprised of grade level and resource teachers, literacy mentor and administration	Fall 2007	Fall 2007	Administration, School Development Committee	None	None
Review core comprehension strategies yearly	Fall 2007	Spring 2008	Sherwood Staff, School Development Committee	None	None
Provide direct support with establishing reading comprehension strategies	Fall 2007	Spring 2008	Sherwood Staff, ESD, Department, Literacy teams	Literacy coaches and consultants	

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ACTION WORKSHEET

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	<i>Begin</i>	<i>Complete</i>			
Identify partners to work with teachers at each grade level on comprehension strategies	Fall 2007	Spring 2008	Sherwood Staff, ESD, Department, Literacy teams	Literacy coaches and consultants	
Examine additional assessment tools Ex : Dibels, Diagnostic Reading Assessment, Reaching Readers	Fall 2007	Spring 2008	School Development Committee Sherwood Staff	None	None
Purchase books for teachers that support literacy (see appendix for suggestions)	Fall 2007	Fall 2008	Administration, ESD, Department of Education		

School Development Plan

Goal # 1: To have 85% of our students reading at or above grade level with accuracy, fluency and comprehension by spring 2008.

Strategy # 4: Help parents understand and be engaged in their child's reading

ACTION WORKSHEET

<i>Action Plan</i>	<i>Timelines</i>		<i>Responsible</i>	<i>Resources Needed</i>	<i>Budget</i>
	<i>Begin</i>	<i>Complete</i>			
Develop a brochure and bookmarks explaining reading strategies (see appendix)	Fall 2007	Spring 2008	School Development Committee	None	None
Provide Literacy tips in the biweekly newsletter and web page	Ongoing		School Development Committee	None	None
Develop a video on reading and comprehension	Fall 2007	Spring 2008	School Development Committee Outside partners	Outside partners	?
Provide parents with classroom literacy goals and individual objectives for their child	Ongoing		Sherwood Staff	None	None
Provide curriculum evenings to improve parents knowledge of curriculum expectations for reading and comprehension	Fall 2007	Ongoing	Sherwood Staff Home and School	Room and snack	Minimal
Provide workshops to teach parents reading strategies	Fall 2007	Ongoing	Sherwood Staff Home and School	Room and snack	Minimal
Provide parents with rubrics and examples of quality reading comprehension work	Fall 2007	Yearly	Sherwood Staff	Rubrics	None
Update school website to include material on reading comprehension	Fall 2007	Spring 2008	Administration	Material on reading comprehension	None

School Development Plan

Goal # 2: To improve communication

Strategy # 1: Improve communication between parents and staff.

ACTION WORKSHEET

Action Plan	Begin	Complete	Responsible	Resources Needed	Budget
Provide a staff hand book	Yearly	Ongoing	School secretary, staff and administration		
Upload school development plan onto website.	Yearly	Ongoing	Sherwood School Technology Committee		
Create a video for grade 1 parents with the focus on reading and how to help at home.	Spring 2008	Fall 2008	Administration, grade 1 teachers and outside agency		
Offer readiness package for parents of students entering grade 1.	Yearly	Ongoing	Administration Grade 1 teachers		
Add parent information tips in the school Newsletter.	Yearly	Ongoing	School secretary, staff and administration		
Add links for parents with information that can help academically.	Yearly	Ongoing	Sherwood School Technology Committee		
Have monthly newsletter on school website.	Yearly	Ongoing	School secretary, staff and administration		
Monthly calendar on website with upcoming activities.	Spring 2008	Ongoing	School secretary, staff and administration		
Add a student section to the Newsletter. (Feature a different class bi-weekly.)	Fall 2008	Ongoing	School secretary, staff and administration		
Decorate all entrance ways in the school to highlight student success.	Yearly	Ongoing	Staff		
Investigate the option of teacher blogs.	Fall 2008				
Display academic work throughout the school.	Yearly	Ongoing			

School Development Plan

Goal # 2: To improve communication

Strategy # 1: Improve communication between parents and staff.

ACTION WORKSHEET

Action Plan	Begin	Complete	Responsible	Resources Needed	Budget
Have parents report to the office upon arrival at the school.	Yearly	Ongoing			
Discuss with staff - having a phone policy.	Fall 2008				
Send letter to parents about any outside classroom interventions. (Reading recovery, PIP, Resource, peer helpers....)	Yearly	Ongoing			
Develop a "Safe arrival policy".	Fall 2008				
Make parents aware of the phone policy.	Yearly	Ongoing			
Collect parent e-mail addresses in order to send reminder of newsletter being on-line.	Begin of year Yearly	Meet the teacher			

School Development Plan

Goal # 2: To improve communication

Strategy # 2: Improve communication between staff and students.

ACTION WORKSHEET

Action Plan	Begin	Complete	Responsible	Resources Needed	Budget
Prepare a yearly calender with activities that can be handed out in September.					
Make students aware of the phone policy.					
Review the caring places to learn policy in the fall.	Yearly				

School Development Plan

Goal # 2: To improve communication

Strategy # 3: Improve communication between staff within the school.

ACTION WORKSHEET

Action Plan	Begin	Complete	Responsible	Resources Needed	Budget
Review the caring places to learn policy in the fall.	Yearly	Ongoing			
Have administration meet with all grade levels on a cycle basis.	Yearly	Ongoing			
Develop staff handbook.	Yearly	Ongoing			
Develop an orientation policy for new staff member.	Yearly	Ongoing			
Administration team have a representative of each grade level.	Yearly	Ongoing			
Have an ARC meeting on a weekly basis. (ARC=Administration, Resource & Sch. Counselor)	Yearly	Ongoing			
Clarify the roles of the administration and identify this for staff.	Yearly	Ongoing			
Have a policy about O Canada and morning announcements.	Yearly	Ongoing			
Send out general information from administration via e-mail.	Yearly	Ongoing			
Use staff meetings to discuss topics and share teacher curriculum related information.	Yearly	Ongoing			
Have committee chairs report at each staff meeting.	Yearly	Ongoing			

School Development Plan

Goal # 2: To improve communication

Strategy # 3: Improve communication between staff within the school.

ACTION WORKSHEET

Action Plan	Begin	Complete	Responsible	Resources Needed	Budget
Introduce new staff and or volunteers	Yearly	Ongoing			
Have visitors report to the office and be given identification.	Yearly	Ongoing			
Make staff aware a phone policy.	Yearly	Ongoing			
Do some activities to improve school moral.	Yearly	Ongoing			

Eastern School District
SHERWOOD ELEMENTARY SCHOOL

64 Maple Avenue, Charlottetown, P.E.I., C1A 6E7

Phone: 902-368-6780, Fax: 902-368-6788

Principal: Marian Grant

Vice Principal: Tracy Ellsworth

Vice Principal: Rick Brennan

Sherwood Elementary
School Development Activities

(above and beyond assigned Professional Development Day)

2006-2007

Grades 1 - 3 Teachers (Both English and French Immersion)

February : An Environment that Supports Thinking and Explicit Comprehension Instruction & Keeping Track of Teaching and Learning

- Tape 1 - Parts 1, 2 & 3
- Reading with Meaning: pp 27 - 38, pp 40 - 47 and pp 8-14

March : Modelling Questioning

- Tape 2 - Parts 1, 2 & 3
- Reading with Meaning: pp 123-140

April : Reading and Understanding Nonfiction

- Tape 3 - Parts 1, 2 & 3
- Reading with Meaning: pp. 157-172 and pp. 93-104

May : Using Strategies to Enhance Book Club Discussions

- Tape 4 - Parts 1, 2, 3 & 4

Several sessions with Karen Gaudet from the Department of Education on Comprehension Strategies.

Session 1 : Good Reader Strategies

Session 2 : Word Prediction

Word Theatre

- Session 3 : Read-Cover-Remember-Retell
Very Important Points
- Session 4 : Coding
Two -Word Strategy
- Session 5 : Alphaboxes
Weaving a Web of Understanding
- Session 6 : Sketch to Stretch
Reciprocal Teaching

2007-2008

Miriam Trehearne's book on Literacy (French Immersion Teachers only)

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|-----------|------------|--------------|--|
| February: | Session 1 | Grades 1 - 3 | Ch. #4 Comprehension |
| | Session 2 | Grades 4 - 6 | Ch. #2 Comprehension |
| | Session 3 | Grades 1 - 3 | Preparation of comprehension activities
Ch. #2 Word work and spelling |
| | Session 4 | Grades 4 - 6 | Preparation of comprehension activities
Ch. #3 Writing |
| March: | Session 5 | Grades 1 - 3 | Preparation of word work/spelling activities
Ch. #3 Writing |
| April: | Session 6 | Grades 1 - 3 | Preparation of writing activities
Ch. # 6 Fluidity |
| | Session 7 | Grades 4 - 6 | Preparation of writing activities
Ch. # 5 Class management |
| Mai: | Session 8 | Grades 1 - 3 | Preparation of fluidity activities
Ch. # 1 Oral communication |
| | Session 9 | Grades 4 - 6 | Preparation of class management activities |
| | Session 10 | Grades 1 - 3 | Preparation of oral communication activities
Ch. # 5 Class management |

Book "Strategies That Work" - Gr 4 - 6 Teachers (Both English and French Immersion)

- | | | | |
|-----------|-----------|--|------------------------------------|
| February: | Session 1 | Overview of current research and ch. 1-5 | |
| | Session 2 | Chapter 6 | Monitoring Comprehension pg. 77-89 |

	Session 3	Chapter 7	Background Knowledge pg. 91-108
March:	Session 4	Chapter 8	Questioning pg. 109-129
April:	Session 5	Chapter 9	Visualizing pg. 130-154
	Session 6	Chapter 9	Inferring pg. 130-154
May:	Session 7	Chapter 10	Determining importance pg. 155-178
	Session 8	Chapter 11	Summarizing/synthesizing pg. 178-202

2008-2009

Grades 1 - 3 Teachers (Both English and French Immersion Teachers)

November:

Session 1 Basic Elements of Guided Reading
 Session 2 Introducing the texts

December:

Session 3 Supporting Effective Reading

January:

Session 4 Discussing and Revisiting Text
 Session 5 Extending the Meaning - Working with words

February:

Session 6 All elements of "Essential Elements"
 Session 7 Inside the Guided Reading Lesson

March:

Session 8 Grouping Children for Guided Reading
 Session 9 Selecting Texts

April:

Session 10 Teaching for Strategies Across the Lesson

Session 11 Organizing, Planning, Assessing

May:

Session 12 All elements of "The Skillful Teacher"

Grades 1 - 3 Teachers (French Immersion Teachers only)

November: Session 1 Grades 1 - 3 Guided Reading with Debbie Gallant
Session 2 Grades 4 - 6 Guided Reading with Debbie Gallant

January: Session 3 Grades 4 - 6 Testing for comprehension with Debbie Gallant

2009-2010

Grades 1 - 3 Teachers (Both English and French Immersion Teachers)

October: The Reading Process (continuous text)

November: Early Writing

December: Monitoring for change over time

January: Using reading records to make teaching decisions

February: Hearing and recording sounds in words

March: Working with words