



Oak Bank Elementary School

# Our School

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Total Staff – 40 Teaching Staff, 8 Educational Assistant and Support Staff

Total Students - 543

(K-2 = 251), (3-5 = 292)

Students in the English Ukrainian Bilingual Program -

K – 16

1/2 - 16

2/3 - 15

4/5 - 23

# Our Goal

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Students will develop as readers and writers in a balanced literacy program.

# Strategies

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## Strategies

- Divisional Program Leaders will work directly with Kindergarten and Grade 2, 3 and 4 teachers
- Use Team Leaders and staff leaders from grade 1 and 5 to support capacity building and consistency
- Use Team Leaders and staff leaders from grade 1 and 5 to model best practice for colleagues
- Consistent strategies and assessments build staff and student skills
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# Evidence of Success

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Classroom profiles were used to help identify students with specific learning needs including literacy gaps, as well as enrichment needs.

Reading and Writing Progressions were used for whole class profile, informing instruction, and specifically used for identified students to help monitor progress.

Report Card data indicated student growth.

Classroom teacher assessments, observations and inventories, with support from Student Services Teachers, show the development of skills.

# Resources

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Classroom Profiles

Student Profiles

Sunrise Reading and Writing Progressions

Literacy Learning in Sunrise

Fountas & Pinnell resources

Jennifer Katz- Whole Class reading assessments

Jan Richardson – Next Step Forward in Guided Reading

Jan Richardson – Levelled Literacy Kits

PM Level Books

SORA

Words Their Way spelling inventories

Divisional Literacy Toolkit

Observation Surveys

Reading Recovery data

Early Years Evaluation Teacher Assessment (EYE-TA)

Collaboration with Program Leaders

Collaboration with Student Support Services

Collaborations within Grade Levels

Literacy Project involvement (Grade 1 and Grade 5 Teachers)

Sunrise Lit Place

# Reading Data – Whole School

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Reading	Term 1	Term 3
1	14	9
2	93	32
3	176	148
4	191	288

# Writing Data – Whole School

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Writing	Term 1	Term 3
1	14	6
2	128	94
3	235	237
4	95	141



# Next Steps -2023-2024

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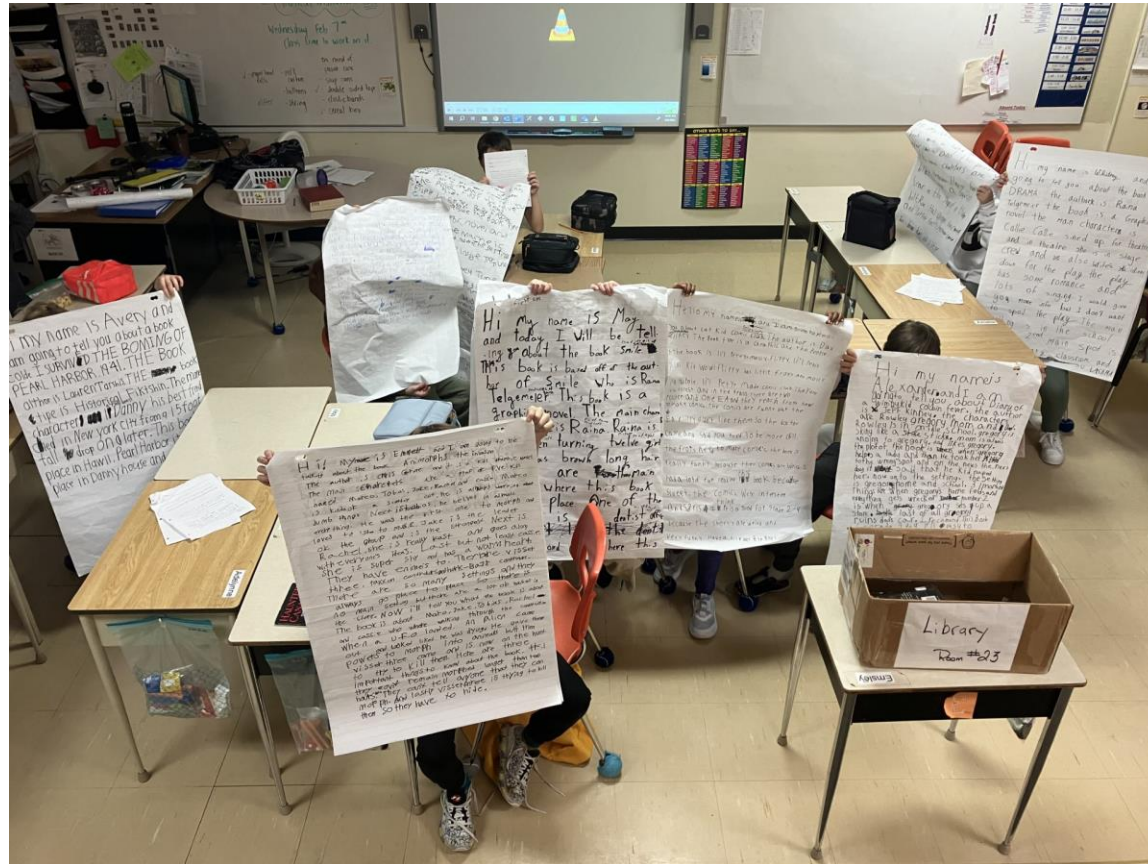
- Continue and integrate strategies from previous years including Routman's Optimal Learning Model
- Continue to work with Program Leaders across the school
- Share strategies and resources with other grade levels during collaboration and staff meetings
- Implement consistent strategies throughout the school
- Gather report card data term 1 and 3
- Increase family connections

# SBDM Funds

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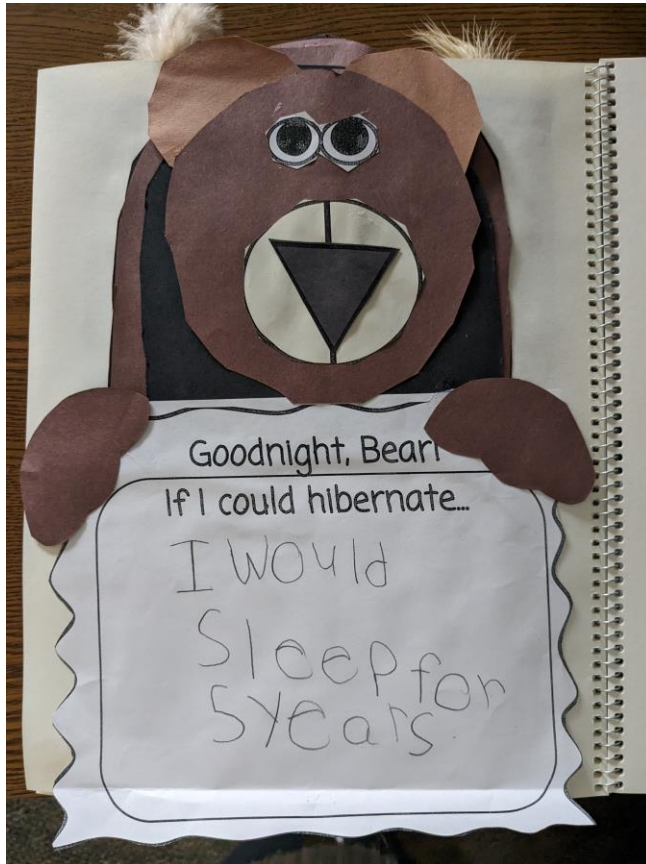
- Literacy Support Teacher
- Support additional Team Leader Positions
  - K – 2 Literacy
  - 3 – 5 Literacy
  - Numeracy
- Provide opportunities for our teachers to collaborate together and with Program Leaders in the areas of literacy and numeracy

# Photos





# Photos



# Photos





# Photos



# School Focus - IAA

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- Our Indigenous identified population – 6%, 60 students
- Our IAA dollars in previous years have been used to bring presentations or activities
  - Soapstone Carving
  - Hoop Dancers
  - Metis beading artist
  - Indigenous Games
    - These activities will be continued

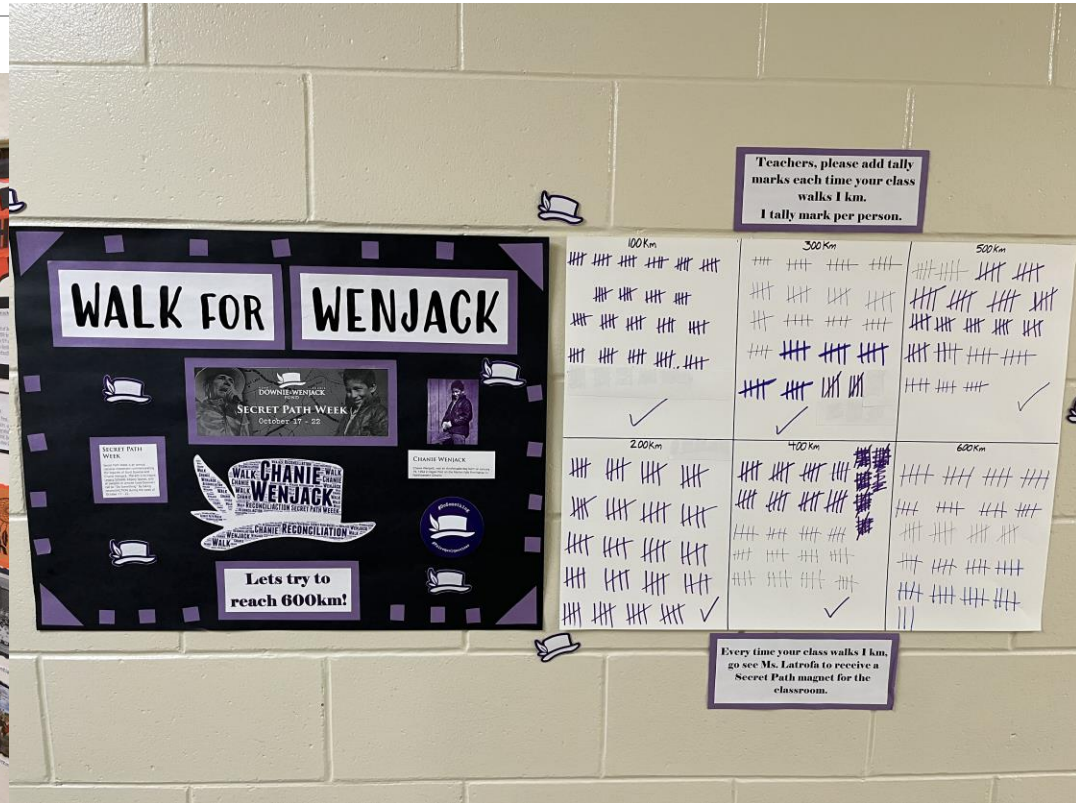
# School Focus - IAA

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- We are working towards authentic regular integration through all curriculum
  - Orange Shirt Day
  - Secret Path/Walk for Wenjack
  - Book Sale – Gone but not Forgotten
  - Indigenous Games
  - Land Ceremony before opening the Turtle Playground
  - Building connections between Qualities of the Month and the 7 Sacred Teachings
- Teacher Collaboration and Professional Development is Ongoing
  - IAA Lead teacher to lead direct ongoing PD with all teaching staff, related to Mamàhtawisiwin Document
  - Staff Book Clubs



# Photos





# Photos





# Photos

