

SCANNING: What’s going on for your learners in relation to your goal? How are you supporting the diverse learning needs of your school population in relation to the goal?

We surveyed our entire teaching staff to request first-hand feedback from their current/respective classroom experiences of: *A) what literacy skills they notice their students most struggle with, B) what are teachers actively doing to support literacy development, and C) suggestions for how the Literacy Committee could support their efforts (professional development).* In previous years, Cariboo has taken steps to target the improvement of students’ connectedness to their own learning interests by increasing their engagement in the school curriculum and extra-curricular activities. Students successfully informed the staff of where they needed extra support, and the staff responded by working with students to help create authentic, diverse, and inclusive learning environments. This ongoing process has been organically cultivating itself throughout this school year as well.

WHAT DOES OUR FOCUS NEED TO BE? What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?

Over the last few years, through conversations at staff meetings and Pro-D days, the staff have indicated to the Literacy Committee a disconnect between students’ learning and practical application of literacy skills, as well as a growing population of younger students not meeting expectations when it comes to their overall literacy interest and resilience, attributed, in part, to the gaps in reading and writing expectations that are evident from the transition between elementary to high school. We used this data to work with the Science and Social Studies teachers of our current Gr. 9 students by engaging in a collaborative conversation that would begin the process of calibrating each ones' experiences with the goal to share forth the areas of strengths and challenges, and brainstorm applications of assistance.

SPECIFIC GOAL YOU ARE ADDRESSING: How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

Teachers identified common students struggling, and were able to demonstrate how literacy in SS 9 targeted the use of scaffolding to enhance understanding (i.e. footnotes with definitions, editing the language level of primary sources, and front load terms with direct instruction). The skills to develop were identified by the commonality shared: students saying, *“reading is hard”, or “there’s so much to read”, or “we have to read all that?”*; how do we build perseverance, resilience and increase their basic reading and writing skills? Is silent reading time in class effective and an efficient use of instructional time? Science teachers reported that a surprisingly large number of students couldn't correctly formulate full sentences [writing] and did not have an I.E.P. from elementary school. Students also struggled with ‘drawing diagrams’ and ‘note taking’ as it is not a taught skill, so students did not know how to do so successfully. They are now being taught briefly in some upper-level classes (*AP Biology and Social studies 10*). Students will directly benefit from these skills as it influences their ability to effectively read, study and remember content in multiple courses, thus demonstrating stronger critical thinking skills and competencies in each subject.

CHECKING: Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing/modifying practice? What has changed for your target groups?

Science and Socials vocabulary acquisition improved overall. Students demonstrated a stronger ability to commence written assignments with less apprehension and better follow instructions when given smaller steps, simpler steps (some still struggled, but most were able to successfully complete task with minimal assistance). By the end of the year, over half of the weakest students had been addressed (i.e., added support with an LSS block or IEP in place, or discussed at SBT meetings). Written output got better, but then, the split towards the end of the year = fall out of weaker students; noticeable success with stronger (or all other) students towards the end of the year. Those who didn’t practice or didn’t attend class regularly, nor flex time, fell behind quickly. Teachers in the Science department have created their own “year-long file” of all lessons and handouts for Gr. 8s, 9s, and 10s (no textbooks and no workbooks are used). All photocopied paper handouts are adapted to assess the curricular competencies.

NEXT STEPS: What requires further attention? Where to next?

Many students still have trouble following instructions on tests as they do not read the instructions, nor the content with intentionality to find the answers to their questions within the context given. Students are not focusing on details within a piece of writing even though the words may be bolded and underlined; they still skip over and end confused, and would rather ask for help or *Google* an answer than read the instructions. Therefore, the current grade 9s will continue to be a central focus in the upcoming school year as we have just begun our work with them. We will reassess this group in the upcoming school year (they will be in Gr. 10). Next year we will also survey the Gr. 11s to better understand how they view their own literacy skills development, what they find challenging and an area of strength, and compare the students’ responses against the teachers’ findings. The Literacy Committee will continue to encourage representation from all departments and will continue to work with all Cariboo teachers to incorporate specific literacy teaching strategies in the 2024/2025 school year for all grade levels.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

We have had discussions and the sharing of strategies at Collab meetings where a variety of specific curricular teaching strategies were presented. Departments heads will be encouraged to lead the learning with their individual departments about shared best practices for literacy development in their subject areas. The Literacy Committee will continue to share their learning with Cariboo staff at future Professional Days, staff meetings and learning groups (Collaboration Days) in the 2024/2025 school year. Also, we are continuing to further our connections with our Family of Schools to develop a shared understanding of key literacy skills that span the K-9 curriculum. We look forward to shared professional development and joint projects between Cariboo staff and our Family of Schools.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

Tier 1: Whole School Implementation – Literacy week, Cariboo Reads, teachers implementing curriculum specific literacy strategies (as shared by Literacy Committee), informing our parent community about our literacy results and goals through PAC meeting presentations, working with Family of Schools staff.

Tier 2: Targeted groups – Grade 9 Social Studies and Science teachers will have an explicit focus on skill development of literacy skills, and future student forums. TLC (The Literacy Club) is expected to start up next year.

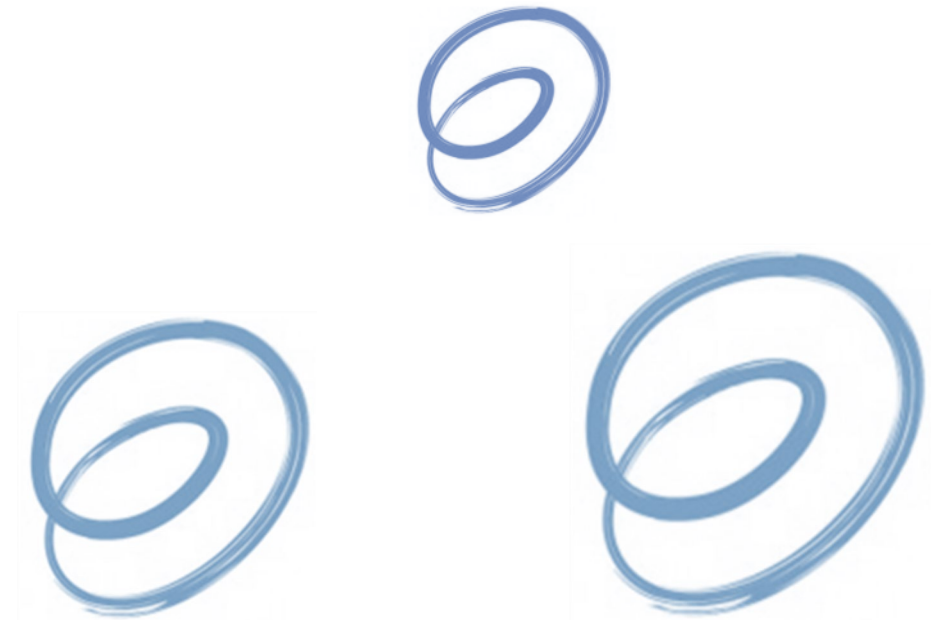
Tier 3: Individual Interventions – Data has been shared with the LSS department and our next step is to ensure identified students receive targeted interventions during their LSS block with an adaptable ‘Reading and Writing Program’ that can be individualized.

Key Stakeholders: Students, teachers, parents (PAC), collaboration with Family of Schools and district staff.

SCHOOL TEAM VISIT SUMMARY REPORT
(to be completed by Visiting Team)

SCHOOL: _____ DATE: _____

A SPIRAL OF INQUIRY APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
Examples below:
 - a. Goal – To improve student skills in writing
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
 - b. Goal – To strengthen student comprehension skills K – 7.
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
 - a. RTI
 - b. Inquiry Model