

School Name: École Cariboo Hill Secondary Principal: Andy Chin School Goal: Literacy Goal – To strengthen the reading and comprehension skills of Cariboo Hill Students and ensure staff are engaged in explicit instruction of these literacy skills.
Date: March 2019

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?

Over the last few years, Grade 8 teachers have noticed a considerable lack of literacy skills in our grade 8 students. Summarizing and inferencing are particularly low. In response, we have had our grade 8 students complete a Literacy Assessment to provide us with more detailed data. In addition, last year we assessed the grade 9s to see how their skills were developing over time.

We continue to reach out to teachers in all departments to ensure students are receiving cross-curricular explicit instruction in the identified skills students are lacking.

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?

The data has already informed our practice and we are making explicit our teaching of literacy skills (across all curricula) that were identified as being low in our students. In addition, Cariboo staff continue to highlight and explicitly teach these skills to students.

We will be checking/recollecting data from our current grade 9s in May of 2019. This will inform us in moving forward with planning for our senior students.

That data will be shared with all stakeholders and will allow for further interventions to take place at all tiers.

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, initial observations by grade 8 teachers prompted the Literacy Committee to take a deeper look at the grade 8's and their literacy skills. The Fall Literacy Assessment for all grade 8s shows that most students are not meeting expectations in the areas of summarizing and inferencing. We chose to concentrate on the grade 8s last year as we can implement strategies that we will follow through with from year to year. This will allow us to assess how the group is progressing and responding to the targeted interventions being implemented. Reassessment of the 8s will reoccur in the Spring of their grade 9 year. .

We choose to continue to work with each new group of Grade 8's to ensure their Literacy Skills are meeting expectations and continue to develop as they move through their high school years.

NEXT STEPS:

What requires further attention? Where to next?

The current grade 8s 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. This year we will reassess the current grade 9s in the Spring of 2019.

In addition, we will assess the new grade 8's coming in to Cariboo in the Fall of the 2019/2020 school year.

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 2019/2020 school year for all grade levels.

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?

The same Literacy Assessment has been given to all 3 groups of grade 8's and shows that students are not meeting expectations in summarizing, inferencing, connecting and vocabulary. Because these are necessary skills in every curricular area, the data has been presented to the staff and department heads are working with their departments to implement explicit strategies to build their literacy skills. There have been multiple staff meeting presentations / discussions regarding teacher pedagogy related to these skills which we will continue to discuss on an ongoing basis.

Students' success in school will improve with stronger literacy skills. Literacy skills are needed for success in all areas of life (social, personal, and academic).

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 staff meetings where a variety of specific curricular teaching strategies were presented.

In addition, the Literacy Committee has been consulting with the district literacy coordinator. She has provided us with learning resources and materials that has assisted us in our learning growth and our teaching practice.

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 2019/2020 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 8 and 9 English teachers will have an explicit focus on skill development of literacy skills.

Tier 3: Individual Interventions – Data has been shared with the LSS department and our next step is to ensure identified students receive targeted interventions.

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