

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: November 2020

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. Due to the quarter system, this year, all grade 8 students will be assessed in their English classes. 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. In addition, we are working closely with students whose literacy skills may have suffered during the Covid-19 lockdown in the Spring.

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 2020. 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 8s and their literacy skills. The grade 8 Literacy Assessment 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 8s 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 2020.

In addition, we will assess the new grade 8's coming in to Cariboo in the Fall of the 2020/2021 school year.

The Literacy Committee will also work together with staff to help ensure students are being prepared for the Graduation Literacy Assessment (GLA) by presenting and sharing cross-curricular literacy strategies and information about the Assessment itself. In addition, after the grade 10 students complete the GLA, the Literacy Committee intends to survey the group in order to better prepare future students for the grade 10 GLA and to help the current grade 10's prepare for the grade 12 Graduation Literacy Assessment that they will need to write in two years.

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 2020/2021 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 4 groups of grade 8s 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. In past years, 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, especially since reading is fundamental to many academic courses. Literacy skills are needed for success in all areas of life (social, personal, and academic) and reading for pleasure has many added benefits.

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.

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 2020/2021 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.

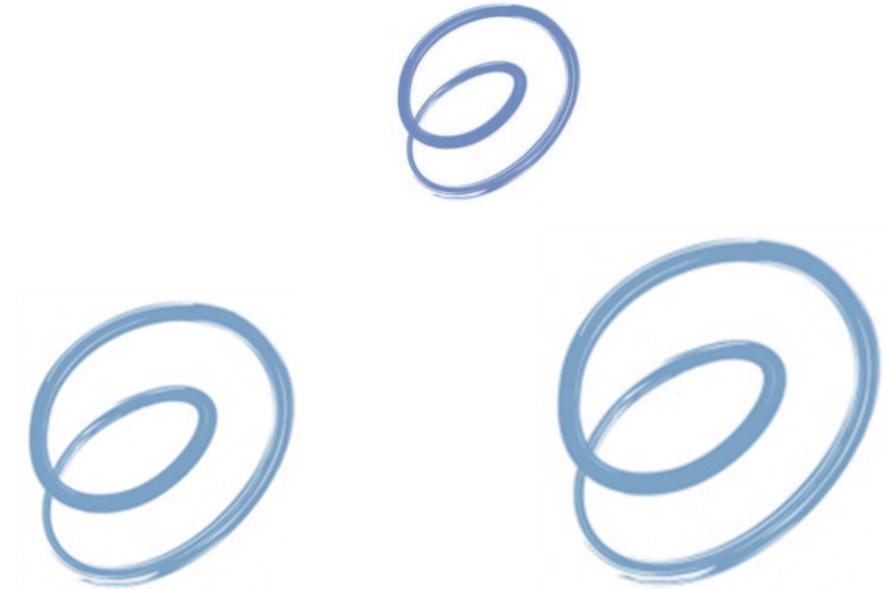
Tier 3: Individual Interventions – Data has been shared with the LSS department and our next step is to ensure identified students receive targeted interventions.

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

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