

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 have decided to scan and survey our grade 8 and 9 students to see if they believe they have a voice and see themselves in the curriculum they are studying. We plan to use this data to work with the entire staff to offer strategies that would motivate students to engage in their learning, and specifically focus on literacy development. Over the last few years, Grade 8 teachers have noticed a considerable lack of literacy skills in our grade 8 students. 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 with grade 8 and 9 teachers to identify and then work closely with students whose literacy skills may have suffered due to the pandemic.

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.

That data will be shared with all stakeholders and will allow for further interventions to take place at all levels of interaction -

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 8 and 9 student population this year in hopes to track student success in later grades as they develop a stronger connection to their learning. This will allow us to assess how the group is progressing and responding to the targeted interventions being implemented.

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 2022.

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 2021/2022 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?

Based on the surveys of the 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 representation of themselves in the literacy and developing their pride in their identity, skill development, intellectual curiosity and cricality. 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.

Department Heads are working through the book, Cultivating Genius: An Equity Framework for culturally and historically responsive literacy, Dr. Gholdy Muhammad. Departments heads are leading the learning with their individual departments about shared best practices for culturally responsive literacy 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 2022/2023 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, student forums.

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

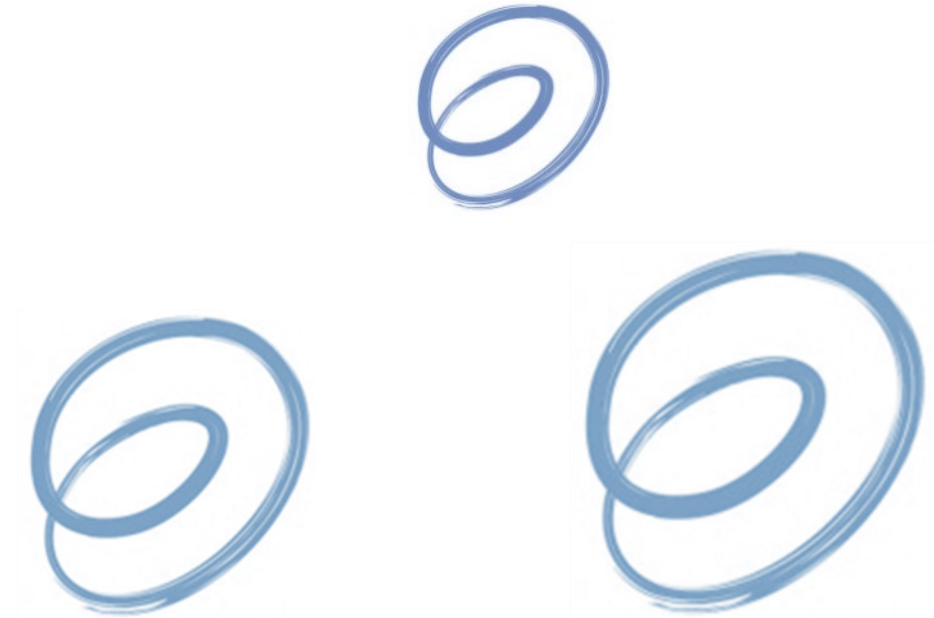
Key Stakeholders – Students, teachers, parents (PAC), collaboration with Family of Schools and district staff.

2022-2023

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