



School District 70 (Alberni)
A.W. Neill Elementary School
2017-2018 School Plan - Literacy

System Goal: All students will develop reading, writing and oral communication skills to be able to interact and flourish as citizens in their communities.

School Goal: To provide direct interventions to improve students' reading fluency and comprehension through daily reading initiatives. Students who are identified as minimally meeting or approaching will be targeted.

2017-2018 Objectives: Students will use a variety of strategies as they read so they become more fluent in their reading and be able to demonstrate their understanding of the material in different ways. Incorporate First Peoples Worldviews and Perspectives to make connections to literacy

Rationale:

Evidence and information considered in identifying this goal:

- Students feel better about themselves when they are improving their reading, writing and communication skills.
- 2016-2017 Benchmark results reveal that many Primary students are struggling with Reading Skills – 17% are reading below grade level.
- Our grade 2 2016-2017 cohort has been identified as a particular group for interventions indicating 49% of students approaching to not yet meeting reading expectations
- Report Card marks show that 22% of students are Approaching or Not Meeting grade expectations. This is a 6% improvement from 2015/16.
- Only 75% of Intermediate students are attaining a C+ or higher mark in Language Arts. This is 5% improvement from 2015/2016.
- 8% of Intermediate Students are not yet meeting appropriate reading levels; 13 % are not writing at grade level.

Evidence: *Data considered (Provincial, District, School)*

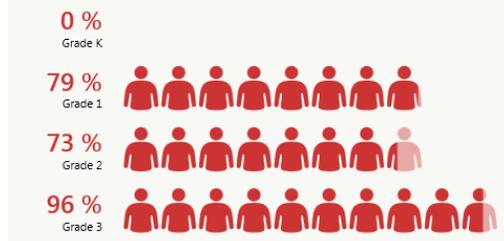
Key Indicators: How are our students performing?

Primary - June 2017 Report Card Results

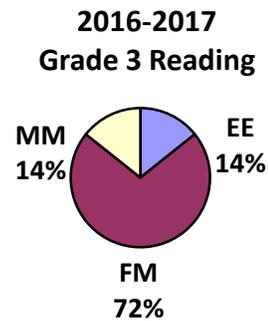
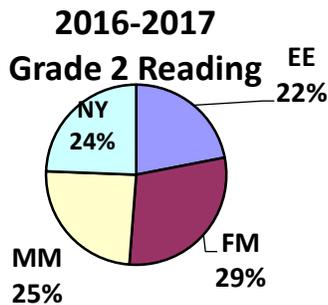
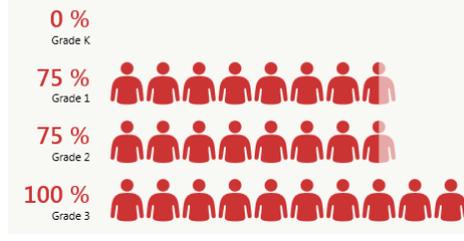
Language Arts							
	EE	ME	AE	NY	NM		LA %
Grade K	3	40	3			46	100
Grade 1	6	28	9	3		46	93
Grade 2	4	31	13	0		48	100
Grade 3	5	33	13	1		52	98
Primary	18	132	38	4	0	192	98

Benchmarks

NonAB Primary Benchmarks



AB Primary Benchmarks

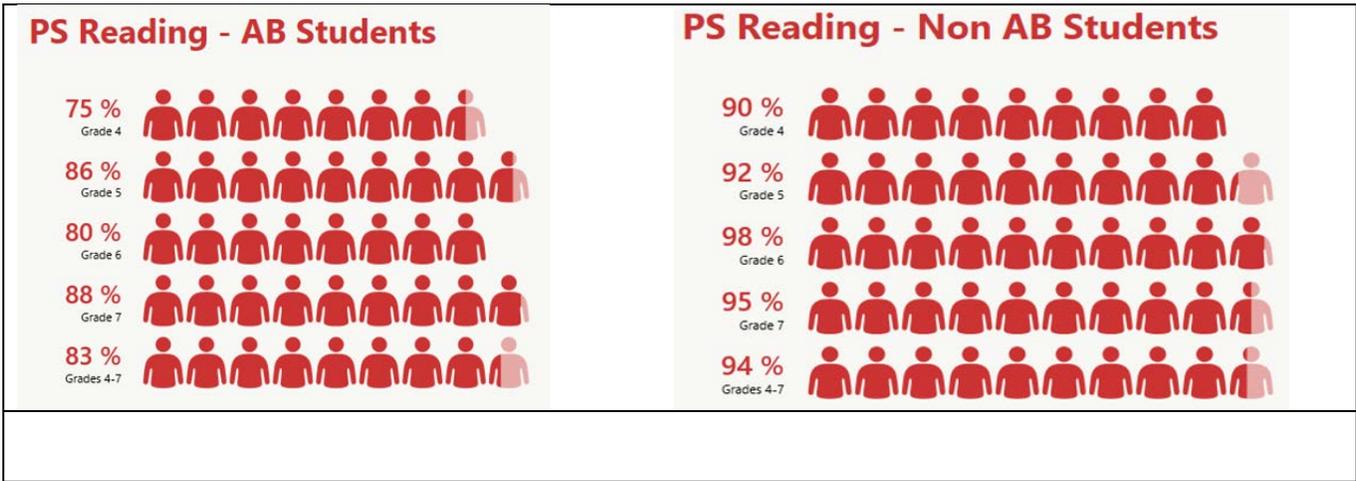


Intermediate – June 2017 Report Card Results

	A	B	C+	C	C-	F	I		Lang. Arts
Grade 4	17	5	5	5	5	0	0	37	100 %
Grade 5	10	12	6	8	5	0	0	41	100 %
Grade 6	7	10	11	6	7	0	0	41	100 %
Grade 7	10	22	8	3	4	0	0	47	100 %
Grades 4-7	44	49	30	22	21	0	0	166	100 %

Intermediate Reading – June 2017 Performance Standards

	EE	FM	MM	NY	N/A		PS Reading
Grade 4	10	16	6	5	0	37	87 %
Grade 5	3	30	4	4	0	41	91 %
Grade 6	4	24	11	2	0	41	96 %
Grade 7	9	31	5	2	1	48	94 %
Grades 4-7	26	101	26	13	1	167	92 %



<p>Success/Results <i>Evidence shared with PAC, staff and students</i></p> <p>June 2018 –Primary Results</p> <p>Results indicated 83% achievement rate in 2016-2017</p> <p>June 2018 – Intermediate Results</p> <p>Results indicated 78% achievement rate in 2016-2017</p>	<p>2017/18 Targets</p> <p><u>Target #1</u> By June 2018, 85% or greater of students in primary grades will be reading at grade level.</p> <p><u>Target #2</u> By June 2018, 85% or greater of students in intermediate grades will be reading at grade level.</p>
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<p>Organizing for Improvement</p> <p>Strategies and Structures <i>How will we support students in this goal area:</i></p> <ul style="list-style-type: none"> • Identify students early in the school year so that classroom teachers can individualize instruction to address literacy needs. (Sounder – sound letters; make and letter combinations/Self-correct hole punch cards/Kindergarten – continuous repetition and choral practice in class. • <i>Shared Reading</i> - Buddy classes (primary with intermediate class) will read together as pairs and small groups. Classroom teachers will implement reading circles in their classrooms. • <i>Independent Reading</i> – Teachers will provide time during Language Arts for reading of fiction and non-fiction reading. Students will be given a variety of assignments that focuses on reading comprehension and expanding vocabulary. • Teachers will use the performance standards for reading literature-response and analysis. • Direct Learning Resources as well as Learning Support Services to the school wide, comprehensive literacy plan. Use class reviews to guide allocations. • Continue to assess student reading skills using Benchmark assessment tool in the fall and spring each year with Primary students. Determine a tracking system in addition to student report cards. • Continue to purchase resources with Aboriginal content (Strong Nations books) • Modelling decoding strategies • Note taking/making – sticky note responses • Modelling Writing • Read Aloud and then have students re-read back • Differentiated Expectations (adaptations) • Daily 5 (literacy groups)

- Continue to monitor Aboriginal student results – currently reading results alignment with Non-Aboriginal results in the primary levels. There is a discrepancy of 10-15% with our intermediate students

What new strategies, practices or structures will we introduce:

- Determine a reading assessment instrument that can be used to track reading progress for students in Grades 4 to 7.
- Discuss, refine, and adjust our literacy plan during staff meetings and other collaboration opportunities throughout the year.
- Implement new K-7 Language Arts curriculum. Emphasize essential learning outcomes at all grades that focuses on reading.
- Through collaboration, determine a common language for students and teachers in building a framework for a school-wide reading (and writing) program.
- Continue to support Professional Development opportunities for staff related to literacy (Super Conference October 2017 – Featuring Adrienne Gear, Faye Brownlie, and Leyton Schnellert

Communication

How will we communicate progress

Evidence shared with PAC, staff and students