



School District 70 (Alberni)
John Howitt Elementary School
2017-2018 Literacy Goals

System Goal: In School District 70, our students will acquire literacy skills required for further learning and for post-secondary life.

John Howitt School Goal:

At John Howitt, our students will acquire the Literacy skills for further success in their grade-to-grade transition, for life long learning, and to help lay a strong foundations of Literacy skills for success at the secondary level.

2017-2018 Objectives:

Increase the number of students fully meeting or exceeding expectations in Reading and Writing.

Rationale:

Evidence and information considered in identifying this goal

We have considered Performance Standard Results for Reading and Writing. Historically, at John Howitt Elementary literacy (Reading, Writing, and Oral Language) has been an area of focus for the school as a goal for improving student achievement.

When we look at our data, we see that many of our students are being successful in reading and writing. Over 60% of the Student population is either Fully Meeting or Exceeding Expectations in reading and writing as of June 2016. The data draws to our attention the 40% of our students (i.e. 90 students) who are Minimally Meeting or Not Yet Meeting Expectations in Reading and Math for the same time period. As a staff, we want to see continued progress of all our students, and we want to focus our work to move students from Not Yet Meeting to Minimally Meeting Expectations, or from Minimally Meeting Expectations to Fully Meeting Expectations. We will continue to track the reading and writing results of our students on a class by class basis so that we can focus on supporting the growth of our students. We will also track the progress of our Aboriginal Students to monitor their progress and growth as well. We will then use the information to provide targeted supports or interventions to support struggling students.

Our writing data shows a greater concern for our student's progress as the data is quite different in terms of school wide achievement. Over 50% of our students are minimally meeting or not yet meeting expectations in writing. This is concerning, and we need to focus on decreasing this percentage.

As we look at our CHEQ Data for 2017 we see that many of our students are experimenting with writing letters and numbers, or doing pretend writing. However, we wonder how we can support our newest students and families with structured practice or ideas to work on this prior to starting school in the fall.



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Evidence:

Data considered (Provincial, District, School)

Key Indicator Kindergarten – Grade 3: percentage of students meeting or exceeding expectations in reading, writing, oral language based on the performance standards
Grade 4-7: percentage of students meeting or exceeding expectations in reading and writing based on the performance standards.

Other indicators

Report Card Marks (proficiency measure)
Grade 4-7: percentage of students earning a C- or better
Benchmarks
Provincial Assessment (FSA)
CHEQ Fall 2017 (Kindergarten)

Success/Results

Evidence shared with PAC, staff and students

- 61% of Students in the 2016-2017 School Year were FM or EE Expectations in Reading
- 20% of Students in the 2016-2017 School Year were MM or Approaching Expectations in Reading
- 19% of Students in the 2016-2017 School Year were NYM Expectations in Reading

- 46% of Students in the 2016-2017 School Year were FM or EE Expectations in Writing
- 40% of Students in the 2016-2017 School Year were MM or Approaching Expectations in Writing
- 14% of Students in the 2016-2017 School Year were NYM Expectations in Writing

2017-2018 Targets

Expected results

- Increase the number of students Fully Meeting or Exceeding Expectations in Reading.

- Increase the number of students Fully Meeting or Exceeding Expectations in Writing.



JHE READING PERFORMANCE STANDARDS

133 
Fully Meeting or Exceeding Expectations

44 
Minimally Meeting Expectations

41 
Not Yet Meeting Expectations

JHE WRITING PERFORMANCE STANDARDS

98 
Fully Meeting or Exceeding Expectations

88 
Minimally Meeting Expectations

30 
Not Yet Meeting Expectations

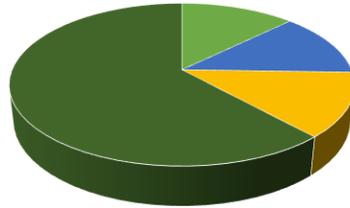


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John Howitt CHEQ: Fall 2017

In the last 6 months, how often did your child:

Use pencils or markers to write or draw letters or numbers or pretend writing?



■ Not yet ■ A few times a month ■ About once a week ■ Most Days or every day

Organizing for Improvement

Strategies and Structures

How will we continue to do to support students in this goal area?

- Continue a push-in literacy support model for our youngest students.
- Use individual student data to target students below grade level in our primary classes to provide reading boost support.
- Class Profile reviews have high-lighted literacy as an area of support required for many students by Classroom Teachers.
- Student learning will be assessed formatively throughout the year by way of common grade assessments and classroom assessments
- Grade Teams will use the common grade assessments throughout the year to provide a final summative assessment of student learning
- Provide a variety of appropriate reading materials for students at each grade level
- Continue to use Literature Circles at the Intermediate Level to read and discuss various reading materials
- Daily reading school wide
- Buddy Class Reading
- Use digital reading resources (e.g. Lexia Reading, Tumblebooks, RAZ Kids and Reading A-Z)
- Continue to teach Intermediate Students how to use Kurzweil (Assistive Reading and Writing Program)
- Use of Assessment for Learning (AFL) strategies: focus on learning intentions, criteria, and descriptive feedback.
- Explore using Adrienne Gear's book Writing Power as a staff focus.
- Have writing as an agenda topic at each staff meeting as a way to collaborate and share ideas, resources, and expertise.



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- Increase the time students spend writing: daily journal writing.
- Use of agenda books for students in Grade 3-7 to encourage writing and home school communication.

What new strategies, practices or structures will we introduce?

- Look to find resources for our struggling readers in our Intermediate classes. Focus on High Interest books at their independent reading levels.
- Assess how our students are doing with reading for information. Determine from those results which Grade levels need support with reading for information. Plan direct instruction and practice, and then re-assess.
- Provide Literacy resources for Teachers with a writing or reading focus.

Communication

How will we communicate progress?

- Presentations to PAC, Students, School Staff, District Staff and School Board Trustees.
- School Plan Update.
- Staff Meetings and Newsletters
- With students: assemblies, school announcements, class meetings.
- Shared online with our school community.