

ACADEMIC FOCUS: LITERACY – READING AND WRITING (2021-22)

OUTCOMES

All students in Nursery/Kindergarten will develop their oral language and early literacy skills.

All students in Grades 1 to 6 will develop the foundational reading and writing skills appropriate for their age/grade level.

All students in Grades 7 to 12 will be able to competently meet the content literacy demands of

STRATEGIES

- Nursery/Kindergarten programs will be intentional play-based programs, focused on oral language and early literacy development.
- Students in Grades 1-3 will receive a minimum of 100 minutes of balanced literacy instruction per day. Instruction will focus on strengthening literacy foundations; phonemic awareness, phonics and vocabulary, and will coincide with instruction in reading, writing in the traditional and online
- Students in Grades 4-6 will have a minimum of 90 minutes of balanced literacy instruction per day. In these grades students will increase skills in reading and writing, speaking and listening and representing.
- Students in Grades 7-12 will receive instruction that will help them improve and sharpen literacy skills, develop creativity and problem solving skills, and to be innovative in both online and in the classroom.
- Students who read below grade level will be given additional reading instruction in order to close the “gap” through focused individual or small group instruction (e.g. Levelled Literacy Intervention).
- Teachers will engage in comprehensive literacy instruction (reading and writing) based in current “best practice,” with a focus on individual and / or small group instruction (i.e. guided reading), including regular and frequent assessment (running records and analysis/PAWS).
- All teachers of Grades 1 - 8, all Resource and Literacy Intervention teachers will become skilled in reading and writing instruction through regular, comprehensive professional development:
 - Large group professional development (Area PD) to establish and maintain FSD expectations, foundations, basic competencies and data collection;
 - Grade group/school group meetings (2-3 times per year) led by Coaches with school literacy leaders to collaborate, review, and refine reading instruction skills;
 - Individual work with Coaches on a regular, scheduled basis.
- Where teachers need support with literacy planning or pedagogical approaches, appropriate professional development will be provided.
- Coaches will support teachers by:
 - Leading Grade Group or School Group meetings to review and refine reading instruction strategies and assessments (practice taking and analyzing running records);
 - Working with individual teachers by modeling instruction, observing teachers in their practice, providing critical feedback, arranging for peer visits (where feasible), providing/recommending resources to support teacher learning and instruction;
 - Helping teachers with the analysis of running records to understand the information provided and how to use it in planning for instruction;
 - Helping teachers with the implementation of a classroom management system that supports individualized and / or small group instruction (e.g. Daily 5);
 - Engaging in “Train the Trainer” professional development in order to lead the literacy initiative in their Area.
 - Helping teachers plan and deliver on-line instruction (Seesaw and Google Classroom).
- Principals and Vice-Principals will support teachers by:
 - Learning alongside teachers re: good reading instruction (Area PD);
 - Developing a school-wide implementation plan to ensure that all students reach their reading targets;
 - Developing a tracking system of student progress;
 - Becoming proficient in classroom observations (literacy focus);
 - Monitoring reading instruction in each classroom through regular supervision (extended classroom observations and “walk-throughs” and/or “mini-observations”) and professional dialogue;
 - Maintaining literacy as a focus for school improvement (e.g. staff meetings, in-school PD, establish data walls, assessment conversations, data-driven dialogue);
 - Engaging the ELA coach to support individual teacher to collaborate with teachers where students aren’t progressing.
- Superintendents will support schools by:
 - Ensuring that school-wide literacy implementation plans have been established:
 - Providing assistance, as necessary, with budget & resource allocations, scheduling, clarification of expectations, role of teachers and support staff, etc.;
 - Providing appropriate resources;
 - Regularly monitoring school progress (resource allocations, reflective conversations, data-driven dialogues, etc.).
 - Empowering Coaches by ensuring access to principals, teachers and classrooms, recognizing their expertise in the area of literacy instruction, and upholding expectations that their recommendations are respected and implemented.

DATA COLLECTION

- Baseline data will be established to determine current levels:
 - Fountas & Pinnell Benchmark Assessments
 - School data wall
 - Reading Continuum
- On-going data collection to indicate growth and achievement of reading and writing targets:
 - Fountas & Pinnell Benchmark Assessments (end of year)
 - Classroom based assessment: Running Records, Reading and writing Continuum, PAWS
- Report Card Data
- Provincial Assessment Data:
 - Grade 3 Assessment in Reading, Grade 8 Reading Comprehension, Grade 9 Credit Attainment First Attempt, Grade 12 Provincial Test

INDICATORS OF SUCCESS

- By June 2022, there will be a minimum of 5% increase in the number of students across all grades meeting reading level expectations for their age/grade.
- The number of students meeting reading level expectations will increase a minimum of 5% each year.