

# ACADEMIC FOCUS: LITERACY – READING INSTRUCTION

## OUTCOMES

All students in Nursery/Kindergarten will develop their oral language skills in order to support their literacy development.

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 their courses.

## STRATEGIES

- Nursery/Kindergarten programs will be play-based, focused on oral language development and literacy foundations.
- Students in Grades 1-3 will receive a minimum of 100 minutes of reading instruction per day.
- Students in Grades 4-6 will have a minimum of 90 minutes of 90 minutes of reading instruction per day.
- Students in Grades 7-12 who are unable to read “at level” will be given appropriate instruction until they meet the required literacy level to meet content curricular demands.
- 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).
- 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).
- All teachers of Grades 1 - 8, all Resource and Literacy Intervention teachers will become skilled in reading 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.
- 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.
- 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 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 2020, 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.

*Professional Development plan on reverse side.*



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## PROFESSIONAL DEVELOPMENT PLAN, 2019-20

Foundational Literacy – Division-wide, on-going initiative:

- Phase One: Reading Focus (continued)
- **Phase Two: Proficiency Assessment of Writing Systems (PAWS)**

Target Groups:

- Early Childhood Teachers (N/K) – Language Development / Literacy Foundations.
- Grades 1 to 6 Classroom Teachers – Reading Instruction / Writing Assessment.
- Grades 7 to 9 Classroom / ELA Teachers (where students have not yet developed foundational reading skills) – Reading Instruction.
- Grades 7 to 12 Subject Specialists – Content Literacy / Reading Apprenticeship.

Dr. Joe Stouffer:

- August Gathering: Principals & Vice Principals – Proficiency Assessment of Writing Systems (PAWS).
- ELA Coaches (3 days) – on-going collaboration and support in leading the literacy initiative in their Area, with a focus on PAWS implementation.

Area PD (one day):

- ELA Coaches.
- Assistant Superintendent: N/K language development in a play-based program. Content literacy for Grades 9 to 12 teachers (continued from last year).

Other PD Initiatives:

- ELA Coaches (varies by Area):
  - New Teachers Orientation,
  - Guided Reading & Assessment (running records and analysis to inform instruction)
  - PAWS
  - Grade Groups
- Reading Apprenticeship (in collaboration with MB Ed – Year 3 of a 3-year initiative):
  - Area groups as designated