

## ACADEMIC FOCUS

**Every student will obtain the literacy and numeracy skills necessary to achieve success in their education journey.**

Outcomes	Strategies	Indicators	Data Collection
<b><u>Literacy:</u></b>  <b>All students will develop the foundational literacy skills appropriate for their age and/or grade level.</b>	<b><u>Nursery / Kindergarten</u></b>  Programs are play-based, focussing on the development of conceptual knowledge, vocabulary and language through literacy and language rich learning contexts that maximize children's listening and speaking.  Professional learning for teachers re: play-based programming and language development is on-going.  Programs that support early childhood education are established and maintained (Dolly Parton Imagination Library, Welcome to Kindergarten, PEER Program).  Partnerships with community Early Childhood Education programs are established and maintained (Head Start, Day Care Centres).	By the end of Kindergarten, students will meet the targets in the language competency areas: <ul style="list-style-type: none"><li>• conversation,</li><li>• grammar (language conventions),</li><li>• oral stories,</li><li>• phonology,</li><li>• vocabulary.</li></ul>	EYE-DA (N); EYE-TA (K) DIAL 4  Individual Student Profile (language competencies)  Teacher observations / anecdotal records.
	<b><u>Early &amp; Middle Years</u></b>  The focus of Literacy programming is reading and writing.  Each classroom implements an uninterrupted literacy block: <ul style="list-style-type: none"><li>• Gr 1-3 100 minutes;</li><li>• Gr 4-6 90 minutes.</li></ul> Teachers provide small group, individualized instruction appropriate for the instructional and / or developmental needs of the student(s).	Ultimately, students in all grades will demonstrate an ability to read and write at appropriate year-end levels (as indicated by the FSD Reading and Writing Continua and Instructional Level Reading Tracker).  Each year, the number of students achieving grade level outcomes in literacy will increase by a minimum of 5%.	Fountas & Pinnell Benchmark Assessments  Daily Running Records Data Wall  Frontier School Division Reading & Writing Continua  Data Driven Dialogues

**ACADEMIC FOCUS Continued**

<b>Outcomes</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Data Collection</b>
	<p>Teachers implement structures and strategies based in research that provide students with numerous and varied tasks and activities to support literacy growth and achievement.</p> <p>Teachers are engaged in professional learning and conversations in order to develop a high level of proficiency in their literacy instruction.</p>		
<b><u>Senior Years</u></b>			
	<p>All content area teachers teach the literacy skills required to develop students' literacy in their discipline.</p> <p>Teachers base their instruction in current "best practices" such as the Reading Apprenticeship approach.</p>	<p>Students will successfully complete their course work with a good to excellent understanding of the content.</p>	<p>Student work samples Summative Assessments</p> <p>Report card data Credit acquisition</p>
<p><b>Numeracy:</b></p> <p><b>All students will develop the foundational numeracy skills appropriate for their age and / or grade.</b></p>	<p>Each classroom (Grades 1 to 9) implements a 60 minute uninterrupted numeracy block.</p> <p>The Division implements the FSD 5-year numeracy plan.</p> <p>The Division maintains its partnership with the Manitoba Rural Learning Consortium (mRLC) in the implementation of the Numeracy Achievement Project in order to inform the Division plan and to build teacher expertise in mathematics instruction.</p>	<p>Ultimately, students will demonstrate good to excellent understanding of the mathematics outcomes, as outlined in the MB Framework, appropriate for their grade / course</p> <p>Each year, there will be a 5% increase in the number of students who successfully meet grade / course level requirements in mathematics.</p>	<p>Student Achievement of Outcomes ("Checklist of Outcomes") – Grades K to 8</p> <p>Foundational (Formative) quizzes – Grades 5 to 9</p> <p>Summative Year End (Baseline) Assessments – Grades 4 to 9</p> <p>Report Card data</p> <p>Data Driven Dialogues</p>

*Principals will review on a regular basis with staff and school committee.*

## **ACADEMIC FOCUS Continued**

<b>Outcomes</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Data Collection</b>
	Grade 9 mathematics is taught over the full year, doubling the instructional time, in order to support students in successfully completing the course requirements.	Students will demonstrate a good to excellent understanding of the Grade 9 outcomes and receive their credit(s) in their first attempt.	Grade 9 credit acquisition
	Teachers implement structures and strategies based in current research in order to support student achievement in mathematics.	The number of students entering into Applied and Pre-Cal Mathematics courses and successfully completing the course requirements will increase.	Grade 10-12 credit acquisition
	Teachers are engaged in professional learning and conversations in order to develop a high level of proficiency in their numeracy instruction.		