

**School District # 70
John Howitt Elementary
2008**

Goal 1: To increase the number of students reading at grade level and increase the achievement levels of students not meeting grade level expectations to levels as appropriate to them.

Rationale:

Our data indicates a decline in reading scores in a number of key areas. We did not meet our targets for primary reading fluency for grades two and three as measured by Nelson Benchmarks.

Assessment	Target – Spring 07	Results – Spring 07
Grade 1 Benchmarks	19/26 73%	19/26 73%
Grade 2 Benchmarks	27/36 75%	25/36 69.4%
Grade 3 Benchmarks	29/30 97%	24/30 80%

Grade one achievement levels, here as everywhere, are highly influenced by preschool literacy experiences. Seven grade one students did not achieve the level 14 standard. Of these seven, five achieved level 11 and we are confident that these students (based on the experience of other students reading at level 11 at the end of their grade one year) that these students will reach grade level expectations by the end of grade two. We will continue to monitor their progress closely and may consider more in depth individual assessments in the future.

Nine grade two students and six grade three students did not achieve grade level benchmark standards. Appropriate supports, in accompaniment with very close monitoring of their progress, will be put in place to accommodate these students in the 2007/2008 school year.

Although many of our students are able to demonstrate grade level reading fluency on the Nelson Benchmark assessment, our scores declined on more comprehensive assessments of reading comprehension. Open ended assessments requiring both literal and inferential kinds of written responses designed for students to “show” their understanding indicate that a substantial number of our students do not meet or exceed grade level expectations as measured by criterion references and/or the Performance Standards.

Comprehension Assessments/June 2007

	Target Spring 07	Results – Spring 07
Dart Grade 4	70%	13/29 44.8% FM or EX
Dart Grade 5	80%	31/37 83.7%FM or EX
FSA Grade 4	85%	89%
District Reading Grade 3	50%	3/27 11%

Objective 1

To increase the number of primary students reading with grade level fluency. The measurement instrument will be the Nelson Benchmark assessment and the targets are:

Grade One: Level 14

Grade Two: Level 20

Grade Three: Level 24

We will also monitor the reading fluency of our primary students through performance standard assessments taken on individual students during March/April of each primary year.

	Kinder- garten	Grade 1	Grade 2	Grade 2	Grade 3	Grade 3
Kindergarten cohort 2004	04/05	05/06	06/07 Target	06/07 Results	07/08 Target	07/08 Results
Benchmarks	NA	20/29 69%	75%	25/36 69.4	80%	
Reading: March/Apr Performance St. Teacher Assessment		19/30 63.3%	68%	Not collected	75%	

	Kinder- garten	Grade 1	Grade 1	Grade 2	Grade 2	Grade 3	Grade 3
Kindergarten cohort 2005	05/06	06/07 Target	06/07 Results	07/08 Target	07/08 Results	08/09 Target	08/09 Results
Benchmarks	NA	80%	19/26 73%	85%		90%	
Reading/March/April Performance St Teacher Assessment		80%	Not collected	85%		90%	

	Kinder- garten	Grade 1	Grade 1	Grade 2	Grade 2	Grade 3	Grade 3
Kindergarten cohort 2006	06/07	07/08 Target	07/08 Results				
Benchmarks	NA	80%					
Reading/March/April Performance St Teacher Assessment							

Objective 2

To monitor, support and ensure an increase in the reading fluency and comprehension of specific grade four and five students who continue to need support for decoding and comprehension skills.

In order for students to write the GAP assessment they require at least a limited sight word vocabulary and ability to comprehend text without the benefit of picture clues. We have not administered the GAP to any students reading below level 14. We have administered Nelson Benchmarks to all students in this category who are currently reading below level 14. No June scores are available for students who have been administered the GAP because the decision to use this assessment tool was not made until the fall of 2007.

We have identified these students, established levels of progress using either the GAP or the Benchmark assessments, set targets and are monitoring progress. These records are kept in confidential files.

Objective 3

To increase the number of students in all cohort groups who are able to comprehend grade level text. Evidence of comprehension will be both oral and written.

	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 4	Grade 5	Grade 5
Kindergarten cohort 2002	02/03	03/04	04/05	05/06	06/07 target	06/07 results	07/08 target	07/08 result
District Reading Comp. Assessment Grade 3t	NA	NA	NA	6/28 21%	NA	NA	NA	
DART Grades 4 & 5	NA	NA	NA	NA	40%	13/29 44.8%	65%	
FSA Reading Grade 4	NA	NA	NA	NA	50%	89%	NA	
Reading: March/Apr Performance St. Teacher Assessment				22/31 71%	80%	Not collected		

	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 3	Grade 4	Grade 4	Grade 5
Kindergarten cohort 2003	03/04	04/05	05/06	06/07 target	06/07 results	07/08 target	07/08 result	08/09
District Reading Comp Assessment Grade 3	NA	NA	NA	80%	3/27 11%	NA	NA	NA
DART Grades 4 & 5	NA	NA	NA	NA	NA	80%		NA
FSA Reading Grade 4	NA	NA	NA	NA	NA	80%		NA
Reading: March/Apr Performance Standards Teacher Assessment			22/28 78.5%	85%	Not collected			

	Kinder- garten	Grade 1	Grade 2	Grade 2	Grade 3	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2004	04/05	05/06	06/07 target	06/07 results	07/08 target	07/08 result	08/09	09/10
District Reading Assessment Grade 3	NA	NA	NA	NA			NA	NA
DART Grades 4 & 5	NA	NA	NA	NA		NA		
FSA Reading Grade 4	NA	NA	NA	NA		NA		NA
Reading: March/Apr Performance St. Teacher Assessment		19/30 63.3%	70%	Not collected				

	Kinder- garten	Grade 1	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2005	05/06	06/07 target	06/07 results	07/08	08/09	09/10	10/11
District Reading Comp Assessment Grade 3	NA	NA	NA	NA		NA	NA
DART Grades 4 & 5	NA	NA	NA	NA	NA		
FSA Reading Grade 4	NA	NA	NA	NA	NA		NA

Reading: March/Apr Performance St. Teacher Assessment		80%	Not collected baseline				
---	--	-----	------------------------	--	--	--	--

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2006	06/07	07/08	08/09	09/10	10/11	11/12
District Reading Comp Assessment Grade 3	NA	NA	NA		NA	NA
DART Grades 4 & 5	NA	NA	NA	NA		
FSA Reading Grade 4	NA	NA	NA	NA		NA
Reading: March/Apr Performance St. Teacher Assessment	NA					

*The 2008 targets are set for each cohort group based on:

- reading achievement levels of that group in the preceding year.
- when that information is not available, as in the case of grade ones, we rely on historical school data as well as information about the specific cohort group from the kindergarten teacher.
- historical patterns of reading growth based on samples of district data, for example grade two reading fluency scores are usually substantially higher than the scores achieved by the same students in grade one. We surmise that this pattern is a result of the diversity of literacy backgrounds children have when they begin school.

Objective 4

To show growth, as determined by individually set targets, for both reading fluency and comprehension for all designated special needs students.

We have established current levels of progress using the Benchmark Assessment, set targets, and are monitoring progress. These records are kept in confidential files.

Objective 5

To increase the number of boys in grades four and five reading fluently with grade level comprehension.

Boys Reading

	June 2007 Result	June 2008 Target	June 2008 Result
Grade Four 2006/07	District Reading Comprehension Assess. Grade Three 3/12 25%	DART Grade Four 50%	DART Grade Four
Grade Five 2006/07	DART Grade Four 8/13 62%	DART Grade Five 80%	DART Grade Five

Structures To Achieve Goal 1

1 Primary/Intermediate Guided Reading Program – *all primary and intermediate students receive 3 forty minute periods of guided reading instruction. Instruction occurs simultaneously for all students. Groups are multi-graded and formed according to reading level. Groupings are flexible to accommodate diverse rates of skill development.*

2. District Primary Intervention Program – *Midway during the school year primary students who are “at risk” of not meeting grade level expectations are identified. These students are supplemented with additional guided reading lessons provided by extra teaching staff provided as a result of this district initiative. These lessons continue for a six week period of time and are given 4 days a week.*

3. .District Grade 4/5 Boys Initiative –*In recognition of the significant number of boys at the grades 4 and 5 level who are currently struggling to meet grade level reading expectations, the district has developed collaborative planning sessions for teachers with provisions for them to share effective instructional practices and resources, develop best practice and examine the special needs and differences of boys in their acquisition of literacy.*

4. School Wide Home Reading Program – *We recognize that the amount of **time** our students spend reading has a significant impact on their skill development and achievement levels. Our home reading program tracks the reading our students do at a school wide level and celebrates their achievements by awarding book prizes at monthly assemblies.*

5. Collaboration Days – *Split into primary and intermediate groups our teachers spend 4 mornings a year working in collaborative teams to team mark school*

wide writes using performance standard assessment, examine and analyze our reading data as it becomes available, plan for and revise groups in the primary reading program and share reading strategies. We plan also to work with our SERT and district Special Ed support staff to help us learn more about effective strategies for teaching reading to some of our specific special needs students. We will also use our collaboration time to share the most effective reading strategies we are using with each other and are making a deliberate choice to develop and use a common language for reading strategies for example – “Making connections, visualizing”.

5. Technology – we have developed a computer skills scope and sequence of expectations for each grade level and this program is delivered in partner ship with our technology teacher and the classroom teachers. We believe that computer literacy skills are critical and involve some unique skills (ie. Scanning large amounts of text critically in order to find important information). Each group of students is involved in a six week program and the skills taught each year are reinforced by the classroom teacher over the course of the year.

Strategies To Achieve Goal 1

SCHOOL INTIATIVES/STRATEGIES	TIMELINE STATUS
Primary and “at risk” intermediate children will be administered the PM Benchmarks to monitor reading fluency and ensure appropriate placement in reading groups, interventions and appropriate access to district reading initiatives.	3 – 4 times per year (minimum) in conjunction with reporting periods
Shared Reading partnering at risk intermediate students with primary students.	Ongoing
Continued use of the Successmaker program	Ongoing
Continued acquisition and use of content area resources that provide readability levels fostering inclusion and text accessibility.	Ongoing
Interactive Reading Events showcasing and celebrating the reading growth of the students in the primary reading program.	3 times per year
Purchasing and using more Reader’s Theatre resources and providing opportunities for children to perform/read for an audience.	Ongoing
Chosen Story – a strategy used for developing fluency. Student chooses a story, practices it at home with parents until he/she is able to read the story smoothly, expressively and accurately. The student then reads the story to his/her teacher and if the required level of fluency is demonstrated, the child repeats the activity with a slightly more difficult story.	Ongoing in some classrooms
DRA assessment for students who “plateau” in reading growth to provide diagnostic information to guide instruction.	As required

Goal: #1A Increase the number of Aboriginal students fully meeting or exceeding grade level reading expectations for both fluency and comprehension and increase the achievement levels of Aboriginal students not meeting grade level expectations to improved levels as appropriate for them.

Rationale: Due to the fact that our Aboriginal population is so small (23 students between the grades of one and five), it is feasible for us to monitor and set individually appropriate targets for each student.

Objective 1: To show growth, as determined by individually set targets, for both reading fluency and comprehension for our Aboriginal students.

In order for students to write the GAP assessment they require at least a limited sight word vocabulary and ability to comprehend text without the benefit of picture clues. We have not administered the GAP to any students reading below level 14. Students Reading below level 14 will be monitored using the Benchmark assessment tool by Nelson.

We have established levels of reading development for each student individually using either the GAP or the Benchmark assessments, set targets and are monitoring progress. These records are kept in confidential files.

Structures to Achieve Goal 1A

1. **ESD** –This is the second year that John Howitt has qualified for an ESD program. Aboriginal students who are two or more years behind in any aspect of language arts skills will receive pullout support focusing on reading, writing, vocabulary or oral language.
2. **NEW Support** – reading/writing support and parent liaising when appropriate.
3. Expansion of our reading collection at all levels authored by Aboriginal writers and featuring Aboriginal content. We will particularly focus on the acquisition of materials reflective of the Nuuchahnulth culture.

Strategies to Achieve Goal 1 A

School Initiatives/Strategies	Timeline/Status
The First Nations learning assistance program will plan instructional strategies around the kinesthetic, need for “active” involvement and visual learning styles of our Aboriginal students.	ongoing
Continued use of the Successmaker Program	ongoing
Teachers will use books with Aboriginal Content and illustrations to help Aboriginal students develop the strategy of “making connections” to facilitate engagement with text and increase reading comprehension	ongoing
Guided Reading teachers will incorporate as much Aboriginal content as possible, particularly for the groups whose members include Aboriginal students. This will facilitate the ability of our students to “engage” with text and will help them to make connections with the material we ask them to read.	Ongoing/data records included in our school plan
ESD students who demonstrate the need will receive extra support in the area of vocabulary development as we have observed that some of our Aboriginal students who do not have grade appropriate reading comprehension often tell us they do not know the meaning of key vocabulary words in the text.	As required