



School District 70 (Alberni)
Wickaninnish Community School
2017-2018 Literacy & Numeracy Goals

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

School Goal:

To improve students' literacy skills in reading, writing, and oral language.

2017-2018 Objectives:

1. Students will develop decoding, comprehension and oral skills through targeted teaching within both Guided Reading groups and within classroom instruction.
2. Students will develop writing skills through utilizing the 6 + 1 Traits across grade levels.

Rationale:

- Literacy skills are foundational to successful learning and living
- Literacy skills enable individuals to reach their full potential, achieve a better quality of life, and contribute to their communities.
- In an increasingly complex and evolving world, students need the confidence and habits of mind to acquire, create, connect and communicate information in a variety of contexts, going beyond the basic skills of reading, writing, and oral language

Evidence:

Key Indicator:

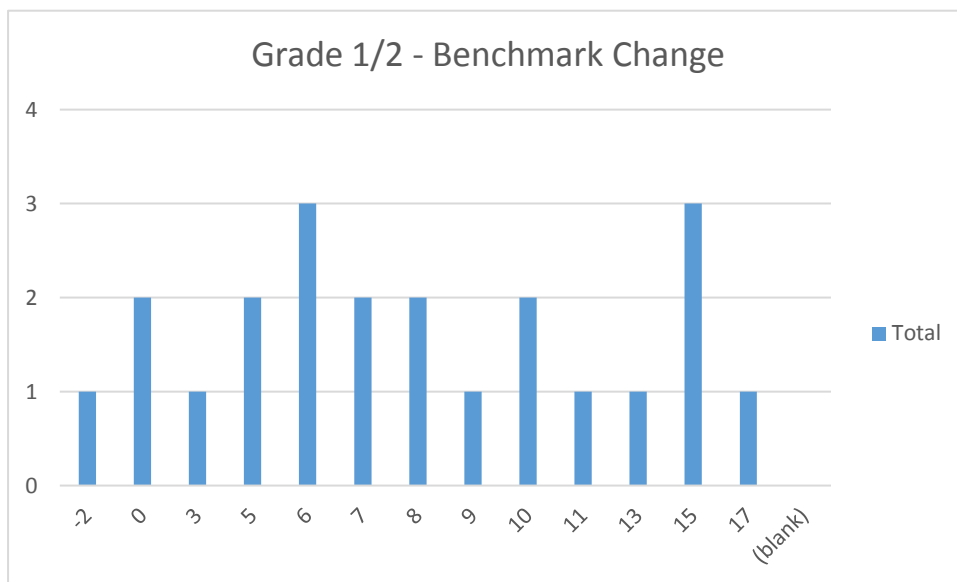
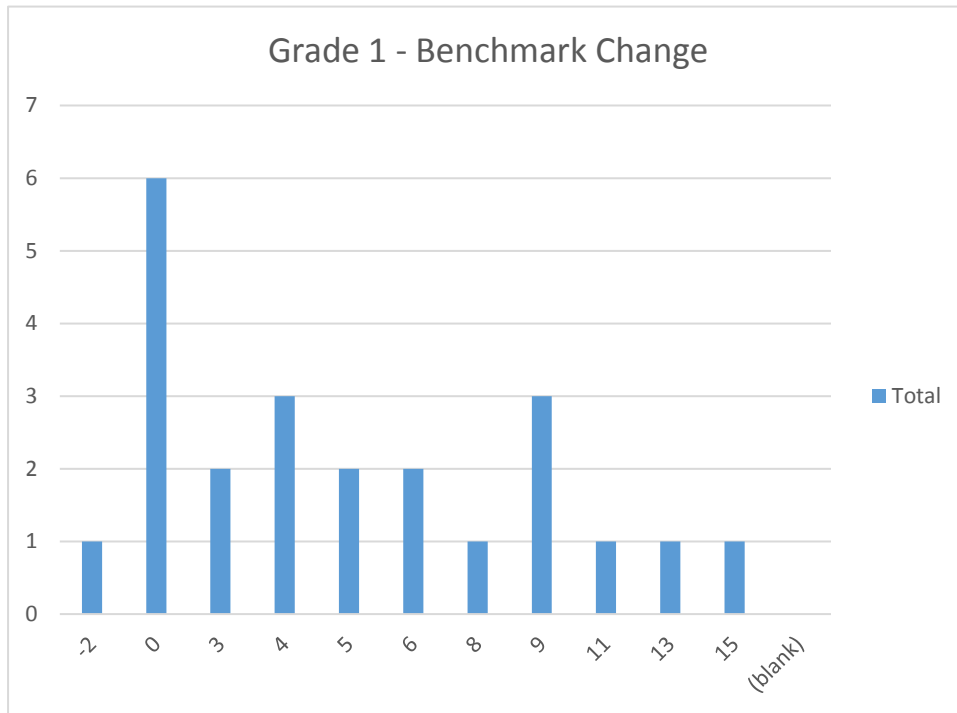
- Benchmarks
- Performance Standards

Other indicators:

- Report Card Marks (proficiency measure)
- K-3: percentage of students meeting or exceeding expectations in reading, writing, oral language
- 4-7: percentage of students earning a C- or better

Success/Results

Benchmark Change by Class



2017/2018 Targets

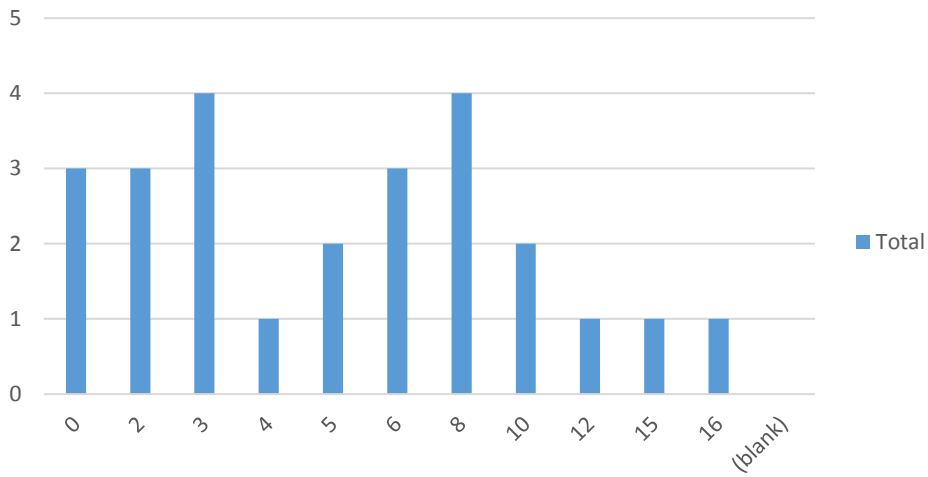
Expected results

1. Continue to see an increase in students moving forward in BM level.
2. Begin to see an overall increase in writing performance through utilizing the 6 + 1 Traits of Writing across grade levels.

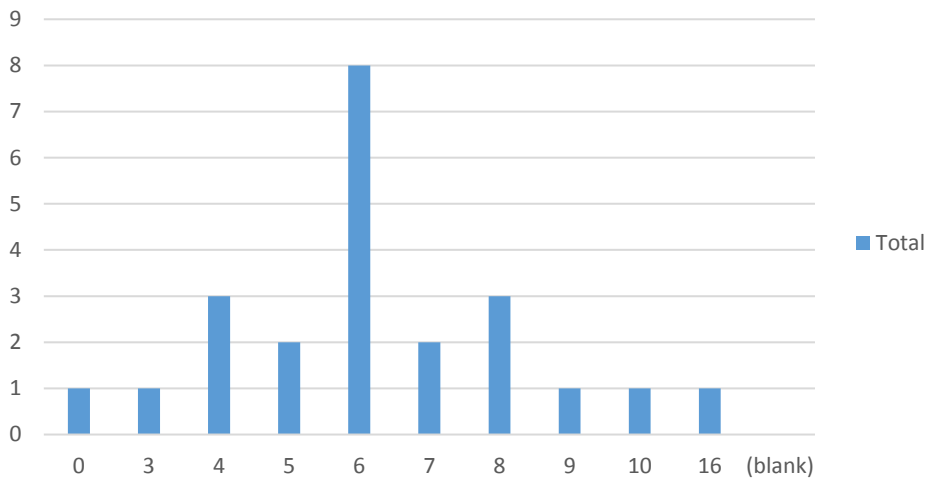


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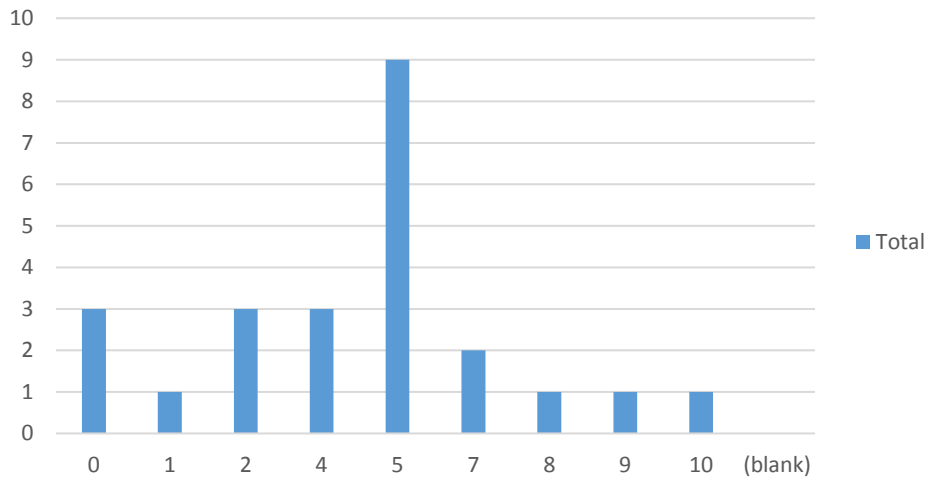
Grade 2/3 - Benchmark Change



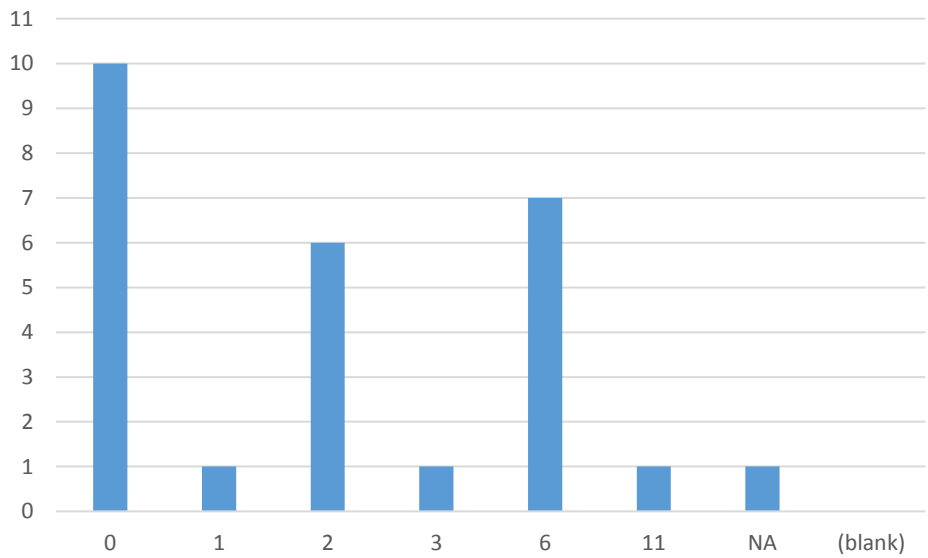
Grade 2/3 - Benchmark Change



Grade 3/4 - Benchmark Change



Grade 4/5 - Benchmark Change





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Performance Standards – Reading

PS Reading - All Students



PS Reading - Non AB Students



PS Reading - AB Students



Performance Standards - Writing

PS Writing - All Students





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PS Writing - Non AB Students



PS Writing - Non AB Students



ALL Primary Report Card



NonAB Primary Report Card





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AB Primary Report Card



ALL INTERMEDIATE LA



Intermediate LA - Non Aboriginal



Intermediate LA - Aboriginal





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Organizing for Improvement

Reflection

Reading

1. How are your students performing relative to this goal?

We have consistently seen an increase in the number of students meeting grade level expectations in reading.

Aboriginal Students? Aboriginal performance has also increased.

2. How do you know? What evidence have you considered? What are the trends over time? Can you identify individual students?

Benchmarks, Performance Standards, Quadrant & Continuum Assessment, Visible cohort groups that tend to be lower across curricular areas. Yes.

3. How does this evidence inform your understanding and decision making?

We have continued providing resources (staffing and materials) to run our school-wide Guided Reading program; this focus has also enabled us to support individual students and strategically target key areas of decoding/comprehension stretches. As well, we have provided mentoring opportunities for new staff to meet in teams to become knowledgeable about our guided reading program and be involved in mentoring sessions.

4. Have you identified this as a growth area for your school? YES. Why or why not?

We have and will continue to support our school-wide guided reading program as we have seen the positive impact on student's success.

We have also targeted specific individuals and small groups needing more one-on-one reading interventions and have implemented reading recovery programming utilizing some of our LA time.

Continue to monitor program and student's success to tease out areas needing more reinforcement, support, resources, etc. Primary and intermediate teams meet regularly to discuss these areas and the next steps. One of the identified areas we will focus on more across all grade levels is oral language skills.

Continue the use of staff meetings for professional development around school goals. Work more closely with our First Nations partners to add after school 'homework' supports, attendance, connections with Head Start program.

Continue to seek funding opportunities to enhance both our guided reading resources and classroom libraries.

Reflection

Writing

5. How are your students performing relative to this goal?
We have felt and have seen in our overall data that writing proficiency has remained constant or slightly decreased over the years. Aboriginal performance has also decreased.
6. How do you know? What evidence have you considered? What are the trends over time? Can you identify individual students?
Benchmarks, Performance Standards, Quadrant & Continuum Assessment, Visible cohort groups that tend to be lower across curricular areas.
7. How does this evidence inform your understanding and decision making?
We can/have specifically determined individual students/groups of students and strategically targeted supports.
8. Have you identified this as a growth area for your school? YES
This fall all primary and intermediate classes have conducted school wide writes, have marked them in collaborative teams using the BC Performance Standards, and have teased out specific items to work on over the course of the next few months. Teams have dedicated time to meet on a regular basis to reflect upon successes, share resources, and plan next steps i.e., utilizing the 6+1 Traits of writing across all grade levels.

Continue to monitor program and student's success to tease out areas needing more reinforcement, support, resources, etc.

Continue the use of staff meetings for professional development around school goals. Work more closely with our First Nations partners to add after school 'homework' supports.

Communication

- Monthly Snapshots of Learning
- Celebration of Learning events
- District and school websites
- PAC & Staff Meetings
- Professional Development Days