

**ers in relation to your goal? How are you
ur school population in relation to the goal?**

mediate teachers are discussing a common
mprehension (Daily 5 Benchmark assessments,
chers have discussed what is working well
bring how to assess students literacy levels.
ety of sources to teach reading strategies
nd there appears to be a variety of ways to
g conferences, written responses, observations
re not using one tool to assess reading comp.
hen we need a reliable and consistent
introducing a teaching reading and reading

eedback, data collection, data sharing, data
difying practice? What has changed for

reading comprehension to guide practice and
ching staff have assessed common reading
future activities including pro d

their voices throughout terms 2 and 3

4 Pro D

g our overall numbers as our student
W, our resource team has been staffed to
vulnerable learners. Staff have discussed
mittee has begun and will revisit activities
in the fall and winter to further work with
level.

NG DIFFERENTLY?

s of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

an approach to reading including benchmark assessments, reading strategies, reading groups, reading conferences and Daily 5. This year we have had 1 class review in October. The
ng and reading comprehension (Grade K-3) and with their reading comprehension (Gr 4-7) as well as other academic and social emotional areas that are in need of more support. A
T. At SBT, each student's strengths and challenges are identified along with a plan to support or monitor. Students referred to SBT are reviewed every 6-8 weeks to ensure the propo
ortunity to revise the plan as needed (reviewed every 6-8 weeks).

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed?
Where will concentrating your energies yield the greatest effect?

Considering our target groups and wanting all students to become proficient
readers at all grade levels we need to:

- 1) a continuum for introducing, teaching and assessing reading strategies based on the Redesigned Curriculum for K-& was developed in June 2019
- 2) Develop a common method for assessing students using the MOE Core Competencies. Identified a common reading assessment idea with planned collaborative marking time (Feb) Review in May/June

SPECIFIC GOAL YOU ARE ADDRESSING

How does your data inform next steps?
focus? How will students benefit academically?

1. Identify **each grade level**, using data to determine which students be expected individually demonstrate the comprehension skills. Language Arts Learning Standards
2. During class reviews (Oct, Sep) or developing with reading conferences
3. At the end of term 3, identify students who are still emerging as they learn to read
4. Reflected on reading assessment data. Level reading passages to fiction/ non-fiction

NEXT STEPS:

What requires further attention? Where to next?

Staff are meeting during pro d, staff meetings, for discussion, ideas, and implementation of program needs. Our literacy committee reviewing programs and supports for all students.

Data from year end will be compiled and organized for April pro d day.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place?
What resources and school/ district supports are available?

- School commitment to supporting literacy
- Attendance at workshops by works
- Whole Language Programs. Utilizing school
- Collaborating with schools who have had success with literacy assessments twice yearly. Gilmore here.
- Using the language from various professional learning experiences these approaches. However, it is still important to teach the identified strategies and make them autonomous to each teacher. Use video discussions with Christine Sutton.

DATE: _____

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SCHOOL PLANS GUIDELINES:

- 4) School Goal(s) – must be clearly stated and include an academic goal (Reading or Writing).
SEL may be an additional goal or incorporated in your academic goal.
- 5) Your goal should focus on student learning based on evidence. Quantitative.
Examples below:
 - a. Goal – To improve student skills in writing
Target – Group of Level 3 ELL students at Grade 8 not meeting the goal
 - b. Goal – To strengthen student comprehension skills K-3
Target – Group of grade 3 students / (male) not meeting the goal
comprehension.
- 6) This target group should be monitored for progress and this should be included in your plan. If progress is not occurring, what are your next steps?
- 7) How are you involving parents in meaningful conversation about the goal?

MEMBERS:

Two horizontal lines for member names.