



Strategic Literacy Plan

Vision

To improve student learning

Goal

For all students to meet or exceed literacy expectations for each grade level

2021/22 Target

A 4% improvement in reading ability for all emerging and developing readers

Currently, the June 2020 report card data for grade 2 literacy (ELA) shows 42% of our students are not proficient in English Language Arts; this has remained consistent since 2017. While useful for communicating learning to parents, this report card data is problematic for identifying emerging readers (not meeting grade level expectations), implementing interventions and tracking individual student's progress in reading. The ELA report card mark is made up of Reading, Writing and Oral Language and is subjective, varying across the district, and from teacher to teacher. The use of a common core reading assessment to collect benchmark data in order to identify students not meeting grade level expectations in reading (Emerging and Developing) will allow teachers and district staff to analyse the data, identify and track individual students and then put supports and processes in place to move student learning forward.

As a response to our Literacy Goal for the Framework for Enhancing Student Learning (FESL), we plan to implement a district wide common reading assessment at the grade 2 level. Teachers will have the choice to use either, Fountas & Pinnell BAS 1 (F&P), or PM Benchmarks. These common assessments will provide data to not only identify emerging and developing readers but will also enable teachers to use the data to inform instruction during whole class, small group and one-on-one interventions.

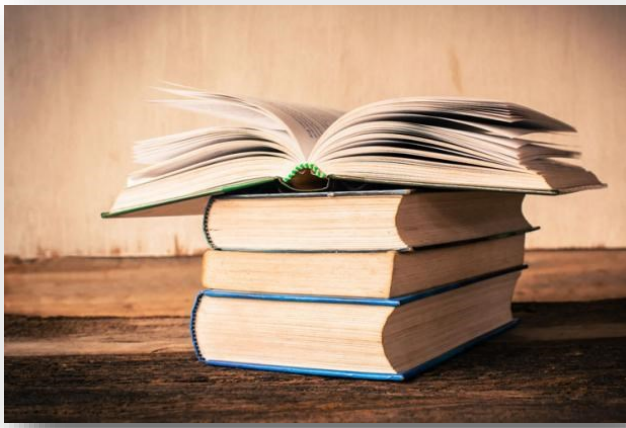
Schools will be required to submit data for all grade 2 students Emerging and Developing (F&P Level L or lower, PM Benchmarks Level 21 Gold or lower) to the district by June 2022. The information required will be: Student Name, Gender, Indigenous Status (on/off Reserve), Designation or Diverse Needs. A spreadsheet will be provided.



Two Year District Reading Assessment Timeline

	2021/22	2022/23
Fall	<ul style="list-style-type: none"> ⇒ Teachers will be provided with in-service training on the administration and use of the Fountas & Pinnell BAS 1 Assessment ⇒ Training will be offered as a .5 day session (AM or PM) ⇒ There will be two dates for participants to choose from (Cranbrook and Fernie) and an option of attending either an AM or PM session ⇒ TTOC time will be provided <ul style="list-style-type: none"> • Cranbrook .5 day • Fernie .5 day • Sparwood/Elkford 1.0 day available to account for travel 	<ul style="list-style-type: none"> ⇒ Training for Grade 3 Teachers on the Fountas & Pinnell BAS 1 Assessment ⇒ Benchmark Data for Grade 2 Emerging and Developing readers to the district ⇒ Benchmark Data for Grade 3 Emerging and Developing readers (tracking cohort from 2021/22 school year) to the district
Spring	<ul style="list-style-type: none"> ⇒ Teachers who did not attend Fall in-service, will be provided with in-service training on the administration and use of the Fountas & Pinnell BAS 1 Assessment (details TBD) ⇒ Benchmark Data for all Emerging and Developing grade 2 students (see excel spreadsheet) due to the district ⇒ Data Analysis from the district <ul style="list-style-type: none"> • Revise FESL • Track individual emerging and developing grade 2 readers 	<ul style="list-style-type: none"> ⇒ Benchmark Data for Grade 2 Emerging and Developing readers due to district ⇒ Benchmark Data for Grade 3 Emerging and Developing readers due to district ⇒ Data Analysis from the district <ul style="list-style-type: none"> • Revise FESL • Track individual emerging and developing grade 2 readers • Plan for possible supports for schools • Professional learning Resources





Commitment and Responsibilities:

In order to improve literacy, we need to all work together.

Teachers

- Administer assessment
- Analyse results to:
 - Identify struggling at-risk readers
 - Plan and implement interventions
 - Inform Instruction
- Reach out to admin. and district for support
- Submit data for emerging and developing readers to principals

Principals/Vice Principals

- Support teachers to administer assessment
- Support teachers in carrying out interventions
- Know who your struggling readers are and what is being done to support them
- Reach out to district for support when needed
- Collect and submit data to the district

District

- Support teachers and administrators
 - Professional Learning
 - Resources
- Analyse data from schools
- Identify at risk readers
- Track and support emerging and developing readers

Schools engaged in continuous school improvement clarify whom they have as students, understand where the learning organization is right now on all measures, consider processes as well as results, create visions that make a difference for whom they have as students, help everyone get on the same page with understanding how to achieve the vision, and know if what the learning organization is doing is making a difference.

-Education for the Future

NEXT STEPS

Teachers are the masters of their craft and the ones who know their practice and their students best. We honour your work and the incredibly difficult job you are tasked with. After the initial assessment your next steps are up to you. But...we are here to help. If you feel you need some support:

- Using the information from the assessment
- Planning instruction that focuses on prevention
- Developing and implementing interventions
- Focusing on an inclusive classroom with supports for all learners

We may not have all the answers but we can provide opportunities for professional learning and collaboration in order to learn from each other and move student learning forward

HERE ARE SOME POSSIBLE OPTIONS

Grade 2 Balanced Literacy Project

- We currently have six elementary schools participating in this project. There will be opportunities to share what we learn from our speaker and from working together with our colleagues.

Professional Learning Sessions

- A variety of after school sessions will be available throughout the year. If you have a specific request please email erin.jones@sd5.bc.ca
- If you have a passion, program, resource, or expertise and are willing to share please reach out and we will try to connect you with other teachers.

Growth Plan and Professional Development

- Speak with your principal about your school's Growth Plan. Are you able to:
 - Meet collaboratively with your grade team
 - Meet with other grade two teachers in the district (Erin Jones can organize this)
 - Book professional learning sessions during the day

Additional Funds

- Ask your principal about applying for additional funds for resources