

SCANNING

What's going on for your learners in relation to your goal?  
How are you supporting the diverse learning needs of your school population in relation to the goal?

Strong literacy skills have always been essential to success in classrooms across all curricular areas. This has become increasingly evident with the implementation of the Ministry's Numeracy and Literacy assessments. The literacy skills required to be successful in these assessments are diverse, drawn from different subjects, and can be applied throughout all curricular areas.

Teachers are increasingly focussing on building the literacy skills in grade 8 that are essential to success in their specific courses. These skills are being specifically identified as being literacy-based so students start to recognise their cross-curricular application under the umbrella of literacy. We are also focusing on introducing

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

The data will inform our practice as we continue to make the teaching of literacy skills across all curricula explicit. The committee will have explicit instructional strategies that they will share with staff to continue to develop this skill.

We will be examining results and feedback from the grade 10 and 12 Provincial Literacy Assessments as well as our "in-house" grade 8 assessments to continue to examine which skills we need to strengthen. This will inform us in moving forward with planning for our senior students.

This data will be shared with all stakeholders where appropriate and will allow for further interventions to take place at all tiers.

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?

Working with our grade 8s has reinforced the annual trend in identifying challenges that our students have in their ability to summarize, inference, and apply content from various forms of text. The onus to teach and develop these literacy skills has historically fallen on our English department. We are looking to change the focus to have all staff support students with literacy and digital literacy.

We have identified the focus by assessing our grade 8s by using an online platform where students need to reference a specific article to answer questions. We will also use the data from the Literacy 10 and 12 Provincial Assessments to guide our practice as to which direction our students will move into the senior grades.

NEXT STEPS:

What requires further attention? Where to next?

The current grade 8's will continue to be a central focus in the upcoming school year as we have just begun our work with them and will likely need to adjust some of the activities that we have put in place. We will expand this to the grade 10s in the 2023-2024 school year as they move to a place where they are refining and preparing to apply these skills in Ministry-based assessments. This data will determine next steps to support literacy skills at the senior level.

The Literacy Committee will continue to encourage representation from all departments and will continue to work with all Moscrop teachers to incorporate specific literacy teaching strategies throughout the school year for all grade levels.

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

Our students continue to struggle in their ability to infer from various forms of text. While this literacy skill is taught in varying degrees and contexts across many curricular areas, they are skills that can have significant application across the curriculum and in personal and social situations.

The cross-curricular nature of this skill places the focus of literacy development on each curricular department to teach in explicit ways by identifying and supporting their students development in this skill. This is being implemented in regular instruction. Recognizing that literacy skills in cross curricular boundaries will increase their relevance, transfer, and support student development.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned?  
What resources and school/ district supports are you using?

Staff will continue to be exposed to samples of the Literacy Assessments to help reinforce the significance that literacy development across the curriculum will help in ensuring student success. We will continue to have discussions and shared strategies and activities at staff meetings to help spark ideas and increase awareness of what skills were being focused on by different departments.

A new cross-curricular Literacy Committee will collate ideas and explore ways to collect feedback from both students and staff with respect to the effectiveness of the activities and student development of literacy. We will continue to share this learning with staff at future staff meetings and learning groups. Also, we are exploring furthering our connections with our Family of Schools to develop a shared understanding of key literacy skills that span the K-9 curriculum.

Professional Development opportunities have been offered and will continue to be offered in the future.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

Tier 1: Whole School Implementation – Use of Professional Development time, Literacy week, The White Hatter guest presentations, Moscrop Reads, teachers implementing curriculum specific literacy strategies (as shared by Literacy Committee), informing our parent community about our literacy results and goals through PAC meeting presentations, working with staff from our Family of Schools in the future. Further examination of the data provided by the Literacy 10 Provincial Assessment and the grade 8 school-based assessment.

Tier 2: Targeted groups – Grade 8s and 10s through classroom instruction, cross curricular classroom follow-up will have an explicit focus on literacy skill development.

Tier 3: Individual Interventions – Students who struggle with specific curriculum-based skills will be supported by their teacher and those identified as having more wide-ranging challenges will be supported through Outreach and/or ELL classes to develop targeted interventions.

Key Stakeholders – Students, teachers, parents (PAC), collaboration with Family of Schools and district staff.