

School Goal Statement: To improve student academic success in literacy (reading and writing)

1. Rationale:

- a. We have seen a decline in Literacy performance over the last two years. Indication by some students in their 'Tell Them from Me Survey' is that they do not feel challenged in academics. (Humanities) Additionally, our Indigenous students are struggling at Secondary School with their biggest challenge being Literacy.
- b. We feel that to provide our students with the right level of reading material, instructional feedback and support we need to use formative assessment to identify each student's strengths and challenges in literacy and then personalize their learning targets within the framework of the classroom lesson. (UDL/Differentiation)

2. Strategies:

- a. Seek out what skills elementary school teachers feel our students are lacking when they transition to our school and assess what they are using successfully in terms of literacy instruction and assessment.
- b. Seek out what skills secondary school teachers feel our students are lacking when they arrive at their school and look for strategies.
- c. Develop strategies that will bridge literacy learning and practices from elementary to secondary school.
- d. Use formative assessment in September in reading and writing to select a focus area for our school in regards to literacy.
- e. Review our own practices and see how we can use assessment and personalization to move students forward with their literacy skills.
- f. Use assessment and personalization to put just-right books in front of students.
 - Assessment Tool – DART administered in the fall.
- g. Use oral reading to assess students' fluency, comprehension and decoding skills with just-right books.
- h. Encourage students and parents to read at home. We will explore ideas to increase home reading and having parents listen to their children read out loud regularly.
- i. Assess writing in small chunks on all academic subjects that focus on high-order, analytic-thinking (Humanities, Science and Mathematics).
 - Assessment School Wide Writes with short questions in 4 areas and subjects.
 - Collaborative Marking among teachers. Teachers bring three samples of three different levels of writing and use a rubric to assess.

North Saanich Middle School Plan

2018-19



Student Achievement Data:

1. Tell Them From Me Survey Data - Key Data for NSMS question - *“Students that feel challenged in their Language Arts, Math and Science Classes.”* (Data includes Grade 6-8 results)

	2015	2016	2017	2018	Target 2019	
Challenge too high for Skill level	17%	14%	13%	14%	12%	“Differentiating to support all learners.”
In Flow - Optimal Zone	64%	66%	66%	66%	73%	“Where we want kids.”
Challenge too easy for Skill	19%	20%	21%	20%	15%	“Key is to teach up.”

2. FSA Data % Students Meeting or Exceeding Expectations in the last 5 years. Not including students who did not write.

	2012	2013	2014	2015	2016	2017	2018	Target 2017
Read								
School	60	86	91	76	89	79	68	86
District	86	81	85	82	76			
Write								
School	93	87	98	100	96	93	N/A	98
District	94	91	95	93	85			