

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

**1. Rationale:**

- a. This year, we started focusing on Literacy performance. We started several initiatives that need to be continued. They involve a school literacy assessment tool. We worked on student's ability to write to show deeper thinking on their reading and math. We had the students write about how they solved a math problem. We also started collaborating on assessing student literacy. These conversations and marking sessions provided great opportunities for all our teaching staff to all improve our assessment practices.
- b. Last year we chose to focus on Literacy performance, because there was an 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.
- c. 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) This was started this year, but needs to be refined and data collected.

**2. Strategies:**

- a. We are going to use our August Professional Development day to focus on the new reporting requirements and refining the assessment tools that we started to create and use in 2018-19.
- b. Use collaborative marking time to discuss and determine how we can use assessment and personalization to move students forward with their literacy skills.
- c. Use assessment and personalization to put just-right books in front of students.
  - Assessment Tool – DART administered in the fall and new NSMS assessment rubric.
- d. Use oral reading to assess students' fluency, comprehension and decoding skills with just-right books.
- e. 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.
- f. 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

2019-2020



## 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	2019	
Challenge too high for Skill level	17%	14%	13%	14%	13%	“Differentiating to support all learners.”
In Flow - Optimal Zone	64%	66%	66%	66%	65%	“Where we want kids.”
Challenge too easy for Skill	19%	20%	21%	20%	19%	“Key is to teach up.”

2. Foundational Skills Assessment (FSA) – Grade 7  
% of Students who demonstrate proficiency or are extending their skills in the following areas:

NSMS	2016/17	2017/18	2018/19
<b>Reading</b>			
District:	74%	83%	83%
School:	84%	77%	79%
<b>Writing</b>			
District:	83%	93%	91%
School:	91%	88%	93%
<b>Numeracy</b>			
District:	74%	73%	65%
School:	84%	74%	65%