



School District 19
(Revelstoke)

School District No. 19 (Revelstoke)
Arrow Heights Elementary School
2009 – 2010 Goals
Literacy



Goal

Focus on a specific area of student achievement for all students:

2008 – 2009 Goal to be continued:

The students at Arrow Heights Elementary will develop the skills and strategies required to demonstrate comprehension of fiction and non-fiction material at grade level.

2009 – 2010 Objectives:

1. 90% of primary students reading at grade level by grade 3.
2. 90% of students in grades 4 to 7 sustaining or achieving reading fluency and comprehension at grade level.

Rationale

Evidence and information used to set this goal:

- Reading skills are fundamental to success in a variety of curriculum areas, and in students' ability to deal with technical and reference materials.
- Explicit instruction of comprehension strategies teaches students how to think while they read. Through this practice students will have opportunities to demonstrate higher level thinking/metacognition.
- Proficient reading involves an ongoing adaptation of many cognitive processes. Becoming an independent, self-regulated, thinking reader is a goal that can be achieved through instruction in strategies for comprehending text (Brown et al., 1996).
- For students at all skill levels, research evidence favours using a variety of instruction for comprehending text. This leads to increased learning of strategies, transfer of learning, and retention of new passages (National Reading Panel, 2000).
- Students apply reading skills in order to acquire, organize and interpret information.
- Comprehension can be fostered through effective teaching of strategies and can be understood as the construction of meaning (Brown et, al., 1996)
- In working toward our literacy goal, we will better prepare and support our students for "reading to learn" in the intermediate grades.

Data

Data considered (Provincial, District, School and Classroom)

1. Performance Standards in Reading for Information (North Vancouver School District 2nd Edition Fall 2003) or Reading Power rubric for "Reading Powers"
2. DIBELS Kindergarten
3. PM benchmarks for primary level achieved and assessed using Performance Standards in Reading.
4. Gray Oral Reading Test (GORT) for grades 4 – 7
5. FSA Grade 4 & Grade 7

Success/Results

Data results shared with SPC, PAC, Parents and Staff in 2008-2009:

2008-09 Dibels Phonemic Segmentation,
(% meeting or exceeding expectations)

Grade	Spring '08	Spring '09
Kindergarten	73%	79%

2008-09 PM Benchmarks (% at grade level)

Grade	Spring '08	Spring '09
1	14/17 (73%)	3/10 (30%)
2	17/22 (77%)	12/16 (75%)
3	18/20 (90%)	16/21 (76%)

GORT Results Gr. 4-7 (% at grade level: Fluency)

Grade	Fall '08	Spring '09
4	16/20 (80%)	16/19 (84%)
5	18/21 (86%)	18/22 (82%)
6	24/25 (96%)	25/26 (96%)
7	16/19 (84%)	16/19 (84%)

2008-2009 North Vancouver Reading for Information Classroom Assessment Package Intermediate Students

Assessments: % meeting or exceeding expectations

Grade	Spring '08	Fall '08	Spring '09
4	83%	82%	86%
5	100%	95%	91%
6	90%	96%	100%
7	93%	100%	100%
average	92%	93%	94%

2008 FSA Results - reading component - Comprehension
(meeting or exceeded expectations)

Grade	Feb '08	Feb '09
4	21/21 (100%)	18/21 (86%)
7	28/31 (90%)	18/20 (90%)

Targets for 2009/2010

Expected results:

Improvement will be demonstrated throughout the school year.

- 90% of primary students will meet expectations for reading and comprehending a passage at grade level (May 2009) as measured by PM Benchmarks and Performance Standards.
- 90% of intermediate students will meet expectations for reading and comprehending a passage at grade level (May 2009) as measured by, using the Reading Power Comprehension Assessment (North Vanc. Reading for Information Assessment).

Organizing for Improvement

Strategies and Structures

- Review and continue to practice strategies for reading comprehension skills. Connect, Visualize, Question, Infer, Transform. Introduce new strategies: Zoom In and Main Idea with a focus on non-fiction.
- Regular school-wide reading partners to practice strategies with a student in another grade during scheduled times.
- Introduce Little Buddy/Big Buddy Literacy program.
- Celebrate classroom reading accomplishments.
- Targeted intervention based on PM Benchmark assessments and GORT.
- Encourage/further develop use of common language around reading powers. Connect, Visualize, Question, Infer, Transform.
- Create and distribute bookmarks for each child to use to remind to use the reading powers and to help prompt focused discussion before, during, and after reading.
- Add “puzzle pieces” strategies “Zoom In and Main Idea” to attach strategies to “reading brain” posters as they are presented/practiced. Display poster in every classroom.
- Purchase additional books to further build bins started last year through library to support each strategy (books that were suggested as top pick’s for Reading Power).
- Literacy focus report/share/receive feedback at monthly staff meetings.
- Provide staff with lesson plans and suggestions for teaching the strategies
- Continue practice of using consistent language for teaching comprehension skills. Help parents learn and encourage use of this language at home through information newsletter bulletins.
- Encourage reading through Accelerated Reader program and RCMP book program.
- Expand current AR test band for intermediate student interest.
- Encourage home reading with ‘Book Exchange’ shelf.
- Parents as Literacy Supporters (PALS) for Kindergarten families.
- Review research based assessment practices which provide students continual feedback during their learning cycle.
- Purchase and provide literacy based tests for A.R. Program

Communication

- Publish results in school newsletter, also publish common language for Reading Powers and how to use them when reading with your child
- Presentations to SPC, PAC, students, staff, and Board
- Parent Conferences
- Classroom Displays