



School District 19  
(Revelstoke)

**School District No. 19 (Revelstoke)**  
**Revelstoke Secondary School**  
**2011 – 2012 Goals**  
**Literacy**



<p><b>Goal</b></p> <p><b>2010 – 2011 Goal to be continued:</b></p> <p>To improve student literacy across curriculum areas.</p>	<p><b>2011 – 2012 Objectives:</b></p> <ol style="list-style-type: none"> <li>To achieve 90% of students meeting grade level expectations in writing</li> <li>To achieve 90% of students meeting grade level expectations in reading fluency</li> </ol>
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**Rationale**  
*Evidence and information used to set this goal:*

Literacy forms the foundation of learning and permeates all subject areas. Anecdotal feedback from staff and a review of individual profiles indicate that an enhanced focus on fluency and comprehension would benefit student achievement and would support development of a lifelong appreciation of literacy.

**Data**  
*Data considered (Provincial, District, School and Classroom)*

- G.O.R.T. assessments for designated grade 8 and grade 9
- Parent Satisfaction Survey
- Student Satisfaction Survey
- Report Card Results
- Provincial Exam Results (English 10 & English 12)
- Precision Reading Data
- Adolescent Literacy Inventory results (science / math reading)
- School-wide write results using quick scales ( English / Social Studies)

**Success/Results**  
*Data results shared with SPC, PAC, parents and staff in 2010/11:*

Provincial Exam Results		Fail Rates (students) #														
English 10 (67% or better)			Eng 8	Eng 9	Eng 10											
Yr		06/07	15	10	12											
01/2010	71 %	07/08	9	5	15											
06/2010	65 %	08/09	0	4	4											
01/2011	64%	09/10	3	3	8											
06/2011	67 %	10/11	1	2	6											
English 12		Satisfaction Survey Results														
01/2010	76%	Do you feel you are getting better at reading? (% who responded "Yes")														
06/2010	58%															
01/2011	79%	<table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Grade 8</td> <td>69%</td> <td>46%</td> </tr> <tr> <td>Grade 10</td> <td>54%</td> <td>59%</td> </tr> <tr> <td>Grade 12</td> <td>62%</td> <td>52%</td> </tr> </tbody> </table>				2010	2011	Grade 8	69%	46%	Grade 10	54%	59%	Grade 12	62%	52%
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06/2011	58 %															
Comm 12																
01/2010	NA															
06/2010	50%															
01/2011	48%															
06/2011	48%															

**Targets for 2011/2012**  
*Expected results:*

80% of students receiving 67% or better in English 10 provincial exam

90% of grade 8/9 students will meet or exceed grade level expectations on the school-wide write

Reduction in the number of grade 8/9 students reading below reading levels by 5%

70% of students taking Communications12 receiving 67% or better of the provincial exam

80% of students receiving 67% or better on the English 10 and 12 Provincial Exams

## **Organizing for Improvement**

### **Strategies and Structures**

#### District Reading Assessment:

- Continue screening at-risk and new grade 8/9 using G.O.R.T.
- Intervention provided for grade 8/9 students who are below district benchmarks with Precision Reading 4 times a week, 5 minute sessions for fluency and comprehension
- Use of S.R.A. Corrective Reading program and/or Jamestown Reading Improvement for students below district benchmarks
- Staff-wide professional development in content area for reading and/or writing and differentiated instruction
- Use student-developed criterion referenced assignment rubrics
- Use vocabulary hand-outs prior to application-based assignments in each department
- Incorporate the use of technology and alternate format texts to allow students to access literacy-based lessons
- Evaluate vocabulary and oral language in all non-core area subjects
- Complete focused written assessments in each department to formatively assess content area writing skills
- Read for enjoyment
- Read the book and discuss – without having to do a book report.

### **Communication**

- Highlight successes in newsletters, morning announcements, assemblies, staff meetings, PAC meetings.
- Identify areas of need as they emerge in newsletters, morning announcements, assemblies, staff meetings, PAC meetings.
- Report cards and parent conferences
- School Board presentation