



HAVELOCK SCHOOL

LITERACY PLAN

2010-11

Submitted September 30, 2010



Government Target: To Work Urgently on Literacy, Numeracy, and Science
90% of kids reach the reading standard at Grade 2 and again at Grade 4; 20% exceed it (by 2013)

District 8 Target: Ensure students will master literacy according to the prescribed standards, in their language of instruction, as a basis to become self-propelled learners and productive citizens

21st Century Learning Goals: Critical Thinking/ Collaboration/ Communication/ Personal Development / Self Awareness/ Citizenship

Coherence - District 8 and Havelock School will implement and adhere to the District Literacy Plan (DLP) and School Literacy Plan (SLP). These plans address the vision, direction and coordination of the establishment and maintenance of a comprehensive, coherent structure for Teaching and Learning.

General statement:	Strategies	Action Plan	Time line	Responsibility
Supporting Student Growth, Teacher Growth and Growth in Assessment For Learning	Integrate the recommendations from the DLP into School Improvement Plan And timeline	Establish Committees to create draft literacy document to present to staff for feedback/input	Yearly	Draft team, Admin team
	Develop School site literacy teams	Develop and maintain School Resource Library Establish Literacy Lead at K to 2 and grades 3 to 5 Support and utilize PLC Teams (K-2, 3-5)	Sept 2011 Yearly Ongoing	Teachers, Admin team, PLC Teachers, Admin team Admin team, teachers
	Advocate for the fundamental importance of literacy in all subjects	Cross Curricular Activities Integrated Learning	Yearly scheduling	Admin team
	Ensure Sufficient time within the daily schedule to integrate literacy across the curriculum	Creation of Integrated Subjects in teaching schedule	Yearly scheduling	Admin team
	Allocate time for teachers to engage in collaborative learning teams (e.g., to meet and plan within and across grade levels/subject areas	Common Planning Time Weekly PLC Time	Yearly scheduling	Admin team
	Use data to evaluate, update, and report on school-wide literacy initiatives.	Benchmark Assessment Provincial and District Assessments Common Assessment Formative and Summative Assessments Data analysis to guide Instructional Planning	Ongoing	Admin team, teachers

Instructional Practices – Effective Literacy Instruction consists of comprehensive teaching in all languages of instruction. Instructional Practices are research-based and integrate explicit strategic instruction and skill development in speaking, listening, reading and writing.

General Statement	Strategies	Action Plan	Time Line	Responsibility
Supporting Teachers by communicating the fundamental importance of Best Instructional Practices in Literacy and implementing these practices.	Ensure literacy goals in the teacher’s Professional Growth Plans are aligned with the School Improvement Plan, the DLP, and the District Educational Plan	Yearly completion of the “Literacy Self-Assessment inventory” to identify their current developmental level of instructional practice which will guide their professional growth in literacy.	Yearly	Admin team, teachers
	Ensure all teachers provide explicit strategic literacy instruction to create independent readers and writers.	Deliver quality literacy instruction using a balanced literacy approach.	Ongoing	Admin team, teachers
		Ensure formative assessments (common and benchmark) are ongoing and drive instructional decisions	Ongoing	Admin team, teachers, PLC
		Ensure multiple measures to assess student progress and instructional needs.	Ongoing	Admin team, teachers, PLC
	Ensure the effective site leadership, administration, and evaluation of the school’s literacy goals. Provide data and report results to the District.	Focus collaborative time on addressing the instructional needs of all students. Ensure the establishment, support, and maintenance of high quality school and classroom libraries.	Ongoing	Admin team, teachers, PSSC

Student Assessment — District 8 will support schools as they develop and implement literacy assessments based on the provincial Reading and Writing Standards. The purpose of the assessments is to inform instruction, improve student achievement, and provide data to teachers, schools, and district.

General Statement	Strategies	Action Plan	Time Line	Responsibility
	Provide support for collaboration in learning teams to establish SMART goals and develop common assessments in order to provide Support Student Learning.	<p>Provide professional learning to teachers in the development of formative and summative assessments as they relate to the speaking, listening, reading and writing goals in the reading and Writing Standards.</p> <p>Ensure benchmark assessments in literacy are conducted at strategic intervals, four to six times per school year</p> <p>Apply analysis of assessments to inform instruction to improve student learning</p>	<p>Ongoing</p> <p>5 times/year</p> <p>ongoing</p>	<p>Admin team, District</p> <p>Admin team, teachers</p> <p>Admin team, teachers, PLC, SST</p>
	Develop an Effective System for collecting Assessment Data/Evidence	<p>Monitor and implement common assessments.</p> <p>Implement an efficient way to process, record, and convey student progress in literacy across grades.</p>	<p>Ongoing</p> <p>Ongoing</p>	Teachers, Admin team, PLC
	Communicate Literacy Goals and Assessment Practices to Students and Families to support Student Centered Learning.	<p>Teach students to self-assess their progress in literacy across content areas.</p> <p>Align assessment reporting with reading and Writing standards and promote discussion/communication with parents regarding assessments.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Teachers</p> <p>Teachers</p>

Student Interventions – School «distrivt 8 and Havelock School will continue to develop, refine, support, implement, and evaluate interventions in literacy based on the Pyramid of Iintervention model.

General Statement	Strategies	Action Plan	Time Line	Responsibility
Support Student in their Individual Learning Growth by providing Interventions within the Pyramid of Intervention Model	Ensure teachers are differentiating instruction in their classrooms.	Support collaboration, sharing and discussion by Teacher and PLC Teams. Admin walk throughs	Ongoing	Admin team
	Ensure teachers are conducting frequent formative assessments to identify student achievement levels, and are effectively responding to targeted students’ needs.	Benchmarks and common Data Assessments. Using Data Results to Plan for Interventions.	Ongoing	Teachers, PLC admin team,
	Ensure communication among all teachers within to support the learning needs of individual students.	Collaboration between Teachers within the School and with Team Schools.	Ongoing	Admin team, teachers
	Monitor, evaluate the effectiveness of school-based interventions and report to District.	Track Data for Student Intervention in Literacy. SST meetings to discuss effectiveness of literacy interventions.	Ongoing	Admin team, teachers, PLC, SST

Professional Learning – School District 8 and «Havelock School believe professional learning opportunities create and support strong literacy instruction.				
General Statement	Strategies	Action Plan	Time Line	Responsibility
Support Teachers in their Professional Learning Growth by including Literacy Goals in the School PD Plan thus resulting in Improving Literacy Instruction	Integrate professional learning opportunities in literacy into School Professional development Plan.	Creation of a Strong Literacy Component in School Professional Development Plan Align school-based professional learning with the goals outlined in the District Literacy and Professional Development Plan.	Yearly	PD team, Admin team
	Collaboratively, analyze achievement data to develop SMART goals for school-based literacy plan. Using data and goals, plan and develop effective school-based professional learning opportunities.	Creation of SMART Goals in the K to 2 and 3 to 5 PLC Teams	Ongoing	PLC teams, Admin team
	Provide time during staff meetings to read, share, and discuss literacy resources and provide teacher professional learning session	Ensure teachers who attend off-site professional learning sessions share their new knowledge and skills with colleagues. Time allotted during our Staff Meeting for Literacy and PLC discussion.	Ongoing	Admin team, teachers
	Develop a professional resource area which supports teacher’s engagement in best literacy practices.	Update Literacy Resources in the resource library	Ongoing	Admin team, teachers
	Assist the District in evaluating the effectiveness of professional learning opportunities.	Participation in District Needs Assessments and Surveys as per requested	Ongoing	All staff