
Literacy

Current Level of Performance

Provincial data and school assessment data indicate that students are improving in reading fluency, but need more help in reading comprehension and writing. The data shows Aboriginal students and male students are performing below their peers on provincial measures, the gap increases in middle years and then narrows in grade 12 as per results in the grade 12 Provincial Test in Language Arts. Student performance may be attributed to increasing amounts of content and unfamiliar vocabulary as students move up through the grades.

The provincial RRSD disaggregated data indicates a focus in the sub-competency areas which are **bolded** in the bullets below would support success in the content areas for all students, and in particular self-declared Aboriginal students and male students:

- A need to help students **understand and interpret key ideas and messages in a variety of content area texts** by providing explicit strategy instruction for comprehension and dedicate time to build academic vocabulary.
- A need to provide students opportunities to **respond critically to a variety of texts** by providing discussion opportunities for text meaning, interpretation and extending knowledge to current global circumstances.
- A need to provide students with experiences and opportunities to **choose language to make an impact on the reader.**
- A need to provide sufficient opportunities in writing to **use conventions and resources to edit and proofread to make meaning clear.**

Goals

By June 2021, 90% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.

Performance Targets

- By June 2017, 60% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.
- By June 2018, 70% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.
- By June 2019, 80% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale.

- By June 2020, 85% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills on the provincial report card scale.

Strategies - Year 1

School Division Strategies	School Based Strategies
<ul style="list-style-type: none"> • Provide teachers with technical assistance to manage student information in Gradebook for recording and reporting student progress. • Input outcomes into Gradebook to ensure instruction and assessment are aligned with provincial curriculum. • Provide access to a divisional IT Coach, a stable resource for job-embedded professional development to support educators to manage student information and use data to inform student achievement of curricular outcomes to improve learning. • Provide access to a divisional Literacy Coach, a stable resource for job-embedded professional development to generate improvement in reading, writing and student learning to achieve Manitoba provincial curricular outcomes. • Routine review and monitoring of data provided by the classroom teacher in Gradebook will concentrate everyone's attention on supporting student achievement and foster professional collaboration and collective accountability for those students requiring targeted supports. • Support schools to develop and implement a Response to Intervention pyramid of Tier 1,2,3 interventions. • Develop and strengthen the instructional leadership skills of principals, vice principals, and other in-school leaders to support teaching excellence. 	<ul style="list-style-type: none"> • The principal arranges for/provides adequate training for technology teachers are expected to use to manage student information in Gradebook for recording and reporting student progress. • Essential elements of content are identified and reported on in Gradebook. • Formative and summative assessments are aligned to the curriculum. • The amount of time needed to adequately address the essential elements is examined. • School Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (for example, pacing guides, curriculum maps). • Building Academic Vocabulary • Goals and performance targets are established as a percentage of students who will achieve a minimum of good understanding on curriculum based measures (CBM) by school teams. • Routine review and monitoring of data provided by the classroom teacher in Gradebook will concentrate everyone's attention on supporting student achievement and foster professional collaboration and collective accountability for those students requiring targeted supports.

<ul style="list-style-type: none"> • Support principals to implement the Walk-Through Tool to support consistency of good pedagogy across all classrooms to ensure student academic success and support social/emotional well-being. • Provide resources to support school based professional development. 	<ul style="list-style-type: none"> • Tutorial and Self Directed Learning programs are in place. • Response to Intervention (RTI) Tier 1, 2, 3 practices and programs are in place to help students meet achievement goals when data indicates interventions are needed. • Develop and strengthen the instructional leadership skills of teachers and in school teams to support teaching excellence. • The principal communicates with staff how the walk through tool will be implemented. • Professional development opportunities are provided for teachers regarding the pedagogical components in the Walk-Through tool. • When asked or in conversation, teachers are familiar and can refer to the major pedagogical components in the Walk-Through tool. • Alignment of resources to support literacy and numeracy and the 4 pedagogical components in the Walk-Through tool. • Teachers have opportunities to observe and discuss effective teaching within their school/school division.
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Student Achievement Measures

- Provincial Report Card Data
- Provincial Standards Assessments
- Tell Them From Me Survey Data

Indicators to Provide Enhanced Student Learning in Literacy

- School curriculum and assessments link to provincial curriculum outcomes.
- Clear and measurable goals are established and focused on improving overall student achievement at school level.
- Data in Gradebook is routinely analyzed, interpreted and used to monitor progress toward school achievement goals.
- School and classroom RTI level programs and practices are in place to help students meet achievement goals when data indicates interventions are needed.
- Manitoba Report Card Data and Provincial Literacy Assessments indicate progress in student achievement.

