



Planning for School Success - Goal 1 Overview (AISI)

By June 2012, students identified in the target groups will demonstrate reading proficiency as determined by their grade three reading profile.

Provincial Correlation

High Quality Learning Opportunities for all
Highly Responsive and Responsible Schools

Jurisdictional Correlation

N/A

Rationale for Goal

Why are we focusing on this goal in our school?

Over the previous three years, literacy has been the focus of the school. On a collaborative data analysis day in March 2009, reading at the primary levels was determined to be the area of need for our school. Through the work in our school with a pyramid response to intervention model (based on the work of DuFour), it was determined the next logical step was to infuse a push-in intervention model for our school. Further analysis of student reading determined decoding and phonetic principle to be a priority for our students.

Key Strategies

How will we accomplish our goal?

Develop sustainability plan for BLAST program

Ensure BLAST resources completed

Develop communication resources for BLAST for families and community

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Quantitative Measures

Key Measure	Target Group	Baseline	Target	2009 2010	2010 2011	2011 2012
Reading Profile Proficiency	At Risk	20% 2008-2009	100%	60% 15 Number 15 Possible	0% 0 Number 0 Possible	0% 0 Number 0 Possible
Reading Profile Proficiency	Moderate-risk	100% 2008-2009	100%	71% 17 Number 17 Possible	0% 0 Number 0 Possible	0% 0 Number 0 Possible
0	0	0 0	0	0 0 Number 0 Possible	0 0 Number 0 Possible	0 0 Number 0 Possible

Reflection on Results

Our benchmark data for both target groups was based on a single literacy measure whereas our 2009-2010 and all upcoming profile proficiency percentages are based on a professional analysis of multiple literacy assessments. We saw substantial gains for our at-risk students in multiple measures, with 20% of students now exceeding expectations entering grade two. Our overall GRADE results for the target group's grade level was the highest it's been since we began using that tool. However, by using a multiple assessment perspective, we witnessed a drop in the number of proficient readers in our moderate risk group. We're confident the 100% proficiency upon entering grade one, based on a single assessment, was misleading. We expect through targeted interventions and further involvement in our BLAST program, this target group will see gains in 2010-2011. The use of the BLAST program to not only impact target students but the entire grade level has been a success for our school and will continue working on embedding it in our school's instructional program.

Qualitative Measures

Current Situation	Desired Change	Success Indicator(s)
Currently do not formally survey students regarding their reading preferences and habits.	Be able to add a qualitative tool to determine if our children are becoming readers, are they actually reading and enjoy it at an early age.	Student Reading Habit Survey

2009-2012 (2010 Update)

Livingstone Range School Division

