

Athlone Literacy Goal 2025-2026

<u>Identify Action Area:</u> Using evidence, the school identifies an action area related to the Strategic Plan focus areas.	<u>Area of Focus (Desired Student Products and Performance):</u> The school determines its goal(s) and outlines the "why" behind the goal. Goals are developed with student learning as the focus.
Success for Each Learner: Relevant and meaningful literacy instruction across the curriculum. Evidence of initial assessments and observations informs us that our students in Kindergarten, Grade One and Grade Two are struggling with foundational literacy skills. 	Students in K-2 will demonstrate growth in their decoding skills, fluency, and comprehension when reading.
<u>Desired Teacher/Team Products and Performance:</u> The school: 1. determines what fresh approaches, strategies, practices teachers/teams will try/apply that will impact student learning. Chosen approaches should be informed by research. 2. develops plans of action in an inquiry process.	<u>Required Teacher/Team Knowledge and Disposition (Teacher's individual learning)</u> The school determines the learning required for the teacher/team to implement the plan of action. What are the adult learning needs and how will we ensure the implementation and effectiveness of "A+B are resulting in Z"
Action 1 All Grade 1-2 students will be screened using the Acadience screener. Students in K-2 will be administered the Common CORE Divisional Assessments.	Action 1 Grade 1 & 2 teachers will learn how to administer the Acadience screener and the Divisional common CORE assessments to identify struggling learners.

Action 2 The school team will have the opportunity to analyze the school data and plan for next steps.	Action 2 Literacy support and resource teacher will be provided professional development to analyze and interpret screening results.
Action 3 Teachers will learn and provide Tier 1 strategies to support decoding, fluency, and comprehension.	Action 3 Professional development and support will be provided to classroom teachers regarding small group literacy interventions.
Action 4 Teachers will be connecting assessments to effective classroom teaching in Tier 2 and 3 interventions.	Action 4 Classroom teacher, Literacy support teacher, resource teacher, PIA, and SLP working with small groups on Tier 2 and 3 interventions.
Action 5 Students' oral language will be enhanced through rich language experiences.	Action 5 Focus for our learners will be to support direct vocabulary instruction in every subject area through front-loading, visuals, and experiences.
Action 6 Students will be actively involved in whole class, small group, and individual opportunities to practice reading and spelling using systematic instruction as well as further develop their oral vocabulary.	Action 6 Staff will learn about utilizing appropriate visuals, vocabulary and instruction to support learners and share findings with each other.