

Hedges Literacy Goal Planning For 2019-2020

Step 1 Identify Action Area	Step 2 Broad Outcome	Step 3 Desired student products and performance	Step 4 Required student knowledge, skills and dispositions	Step 5 Desired teaching products and performances	Step 6 Required teacher knowledge and dispositions	Step 7 Desired team product and performances	Step 8 Required team Knowledge, skills and dispositions
Reading Comprehension across all subjects 6 – 8	Students will improve their proficiency in reading: Key ideas, Interpretation of text and Critical Thinking	By June 2020, 100% of students will achieve 70-100% in Reading Current Data:	Students will: <ul style="list-style-type: none"> • Identify and use a variety of reading strategies in a variety of contexts. • Self -assess and set learning goals. 	Teachers will: <ul style="list-style-type: none"> • Learn and implement literacy and reading strategies with students. (ALL) • Explicitly teach reading strategies in all subject areas using the Optimal Learning Model (OLM). (ALL) • Use a variety of rich written and visual texts. (ALL) • Actively reference reading strategies while working with students. (ALL). • Model how to and provide opportunity for students to self- asses and set learning goals. (ALL) • Use balanced assessment to determine student progress and inform instruction. 	Teachers will: <ul style="list-style-type: none"> • Know literacy and reading strategies and understand how to implement them. • Understand how to effectively use the OLM. (ALL) • Understand how to effectively use balanced assessment to monitor student progress and inform instruction 	Our Team Will: <ul style="list-style-type: none"> • Work collaboratively to identify highly effective reading strategies to use with students. • Share examples of reading strategy instruction through at observation and modeling during PLC time. • Visual aids will be used in classrooms. • Teams will develop and share common formative assessments that target literacy and reading skills • Literacy & Deeper Learning Coaches to Collaborate with teachers in classrooms. 	Our Team Believes: <ul style="list-style-type: none"> • Collaborative teams should skills to identify and share grade level and subject specific reading strategies that will support and enhance student learning. • Willingness to reveal knowledge gaps and seek continuous professional development opportunities including co-teaching, school and divisional PD.