



**Context**

F.W. Howay is a small, K-5 elementary school located in the Victory Heights neighbourhood of New Westminster. We currently have a student population of 103 students, 5 divisions and 25 teachers and support staff. F.W. Howay has a diverse student population and a dedicated and involved parent community (32% of students have a Ministry ELL designation, 13% of students have a Ministry special education designation).

Our previous SLP goal supported reading development and a model of support that focussed on implementing interventions and strategies in the classroom, as well as small group support from specialized teachers. We will continue to incorporate and implement the processes, structures, strategies and timelines of the previous plan but will focus more specifically on assessment practices for the 2019/2020 school year.

**What we hope to achieve:**

**Goal:**

To develop and implement assessment strategies that align with our belief that strengthening student's core competencies (communication, thinking and personal awareness) will empower students in their learning journey as they move towards being confident and capable learners.

**Competency Development**

We believe that incorporating core competency-based reading assessments into our assessment practices will inform our classroom instruction, create an environment for self-directed learning and deepen student's understanding of themselves as readers.

**Students will:**

- use metacognition/reflection, think critically through self-assessment, find solutions to reading challenges, track their own progress (thinking)
- dialogue with teachers and peers, learn the vocabulary of thinking & learning (collaboration & communication)
- self-regulate, build self-awareness of strengths and weaknesses, set personal goals, increase focus and participation (personal awareness)

**Strategies**

**Continue following strategies as outlined in 2018/2019 School Learning Plan –**

- Tiered Intervention Framework and/or Universal Design for Learning (refer to the 2018/2019 SLP for details on timelines and other strategies)

**Core competency based reading assessment –**

- staff assessment teams – grade groups/age appropriate teams
- design and develop assessment tools that may include rubrics and scales, performance of authentic tasks, self-assessment tools, journals/thinking logs, data trackers/student portfolios, conference



**School-wide integration of the core competencies throughout the curriculum –**

- Mind-Up/Growth Mindset (mindfulness)
- Zones of Regulation
- Adrienne Gear strategies– Reading and Writing Power
- Tom Schimmer – framework for assessment
- Teacher–Librarian – collaboration with all classes to extend and reinforce core competencies, global awareness and social responsibility
- Teacher-Coach – provide support for teachers through resources, collaboration and data collection

**Success Indicators**

- data collected throughout the year based on classroom reading assessments and tools - including rubrics and scales, performance of authentic tasks, self-assessment tools, journals thinking logs, data trackers/student portfolio or conferences
- comparison of baseline and year-end assessments
- continue to follow the one year timeline (term 1, 2, 3) as outlined in last year’s SLP (refer to the 2018/2019 SLP for details on timelines and other strategies)

**Communication**

- monthly PAC meetings
- school web site
- school newsletters
- parent-teacher conferences and February student-led conference
- collaboration times and staff meetings
- parent education evening – new curriculum/assessment strategies with district and school staff