

## LITERACY

**SCHOOL NAME:** FW Howay

### RATIONALE

A recent provincial focus on early literacy screening has prompted our school to review and align literacy practices across all grades. While our primary focus this year is numeracy, we will continue to strengthen literacy through consistent data gathering and shared instructional approaches. We know that early identification and responsive teaching are key to student success. Staff will use a variety of classroom-based and school-wide assessments to monitor literacy growth. This year, our focus will be on gathering consistent data at key points throughout the year to establish a baseline understanding of literacy progress across the school to inform instruction and improve literacy skills.

### GOAL

To gather and analyze consistent literacy data across Kindergarten to Grade 5 in order to establish a school-wide baseline and guide next steps for strengthening literacy instruction.

This work will be grounded in the First Peoples Principle of Learning, which teaches us that *learning is holistic, reflexive, reflective, experiential, and relational—focused on connectedness, reciprocal relationships, and a sense of place*. We recognize that literacy extends beyond reading and writing; it is about understanding ourselves, connecting to others, and learning through story.

Our goal aligns with the District Strategic Focus Area: Student Success & Equity, and supports the District Objectives of:

- Ensuring every student develops strong foundational literacy and numeracy skills
- Supporting equitable access to high-quality instruction and early interventions
- Fostering student confidence and engagement in learning

### OBJECTIVES

- Establish consistent literacy screening and data collection to inform instruction.

### STRATEGIES

- Use Acadience literacy screening tool with all K-1 students.
- Use DIBELS or similar screening tools in Grades 2–5.
- Gather data two to three times during the year to track growth and trends.
- Involvement of our District Literacy Facilitators to support our growth plan.

<ul style="list-style-type: none"> <li>- Build shared understanding of effective literacy practices.</li> <li>- Use data to inform future planning.</li> </ul>	<ul style="list-style-type: none"> <li>- Use staff meetings and collaboration afternoons to review data and discuss instructional practices.</li> <li>- Share examples of classroom-based assessment tools and strategies across grade levels.</li> <li>- Reflect on baseline results to identify strengths and areas for growth.</li> <li>- Use findings to help guide the next year’s literacy focus and professional learning needs.</li> </ul>
<b>WHAT DOES SUCCESS LOOK LIKE?</b>	
<ul style="list-style-type: none"> <li>- Literacy screening and assessment data collected consistently across all classes.</li> <li>- Teachers develop a shared understanding of student literacy strengths and needs.</li> <li>- Increased confidence in using data to guide instruction.</li> <li>- Clear baseline established to inform next year’s literacy goal and strategies.</li> </ul>	
<b>COMMUNICATION/REFLECTION</b>	
<ul style="list-style-type: none"> <li>- Staff review and reflect on data at collaboration afternoons and staff meetings.</li> <li>- Literacy updates shared with families through newsletters and school communications.</li> <li>- Staff revisits data in fall, mid-year, and spring to plan next steps.</li> </ul>	