

Fort Richmond Collegiate

Literacy Goal and Implementation Plan 2011-2012

Focus Group: Engagement

Goal: To make the M.U.S.I.C. model of engagement flourish at FRC, by modeling it at all PD sessions provided by our literacy sub-committees for staff to implement it in their own lessons

| Action Step | Timeline (Target date) | Lead person(s) | Resources Needed | Specifics of Implementation | Measure(s) of Success |
|--|---|----------------|---|---|--|
| Apply the MUSIC principles to any PD presented at FRC. | Throughout the year... (staff meetings & PD sessions) | D.K. | MUSIC article, checklist (PD planning template) | Use of template; committee working with other sub-committee plans Break down the planning with MUSIC in mind and provide it to staff | Sessions meet all MUSIC requirements; teachers are engaged! (Exit slips, teachers critique the PD session according to MUSIC) |
| Find teachers whose classes we can videotape; begin collecting a bank of lessons and strategies. | Throughout the year... | B. A. | Video camera (Thom?) | Find EA's to videotape teacher lessons Share with teachers at PD sessions, have them reflect on what seems to be working in the clip | To what degree staff can identify MUSIC principles being used, and make suggestions for additional improvements |

Focus Group: Interventions

| Goal: to continue to support EAL students as they transition through the stages of EAL learning to regular courses | | | | | |
|---|-------------------------------|-----------------------|---|--|---|
| Action Step | Timeline (Target date) | Lead person(s) | Resources Needed | Specifics of Implementation | Measure(s) of Success |
| Monitor the effectiveness of the Welcome Centre | Sept- June | Wanda and Troy | Meeting time Evidence of student learning Anecdotal evidence form Welcome Centre teachers | To be determined based strengths and challenges of the program | Students moving successfully from the Welcome Centre to EAL programming |
| Review the EAL intake assessment tool | September | Wanda and Troy | Meeting time Copies of the test | The test and testing process will be revised based on this year's experience | A revised test will be created |
| Find ways to bridge the gap between E and regular courses | Sept- June | Wanda and Troy | Meeting time Feedback for teachers of EAL students EAL curriculum document | Provide PD for teachers of the EAL stages and what to expect from their EAL learners | Teachers are able to provide strategies for their EAL learners |

Focus Group: Content Area Literacy

| Goal: All students will develop proficiency in (intuitively, authentically/ naturally)the seven literacy strategies in all their subject areas | | | | | |
|---|--|-----------------------|---|--|---|
| Action Step | Timeline (Target date) | Lead person(s) | Resources Needed | Specifics of Implementation | Measure(s) of Success |
| Departments to determine how the strategies apply in their subject area | Fall | Program leaders | Strategies sheet(s) | Team planning time discussions used to determine specific examples of use of literacy strategies in different department areas | Each department will have a document articulating the use of strategies in their subject(s) |
| Posters will be made for each department, explaining the seven strategies with subject specific examples | June 1 if not sooner, depending on department) | Cathy O. | PTSD Graphic arts dept. | Departments to submit examples, suggestions for visuals | Poster will be displayed in classrooms throughout the school |
| All staff will receive PD in the strategies at staff meetings (or team meetings) | One strategy targeted each month | Lit committee | Seven strategies, Literacy books, committee developed resources | Staff meetings | Staff will model and use literacy strategies in their classrooms |
| Teachers will have opportunities to work with the lit coach and lab groups; new teachers will participate in lab groups | Oct- June | Cathy O. | Meeting time Lit coach resources and teacher-developed course materials | Literacy coach will coordinate lab group meeting and meet with individual teachers | Lit. coach notes provide a record of meetings and accomplishments. |
| Teachers will teach and model the strategies with their students. | Oct- June | Teachers | Team planning time Literacy resources from PD sessions | Lesson/unit plans incorporate literacy strategies as a means of meeting essential outcomes | Teacher developed materials show the regular use of strategies |
| Students will routinely use the literacy strategies | Oct- June | Students | Team planning time Literacy resources from PD sessions | Students are engaged in activities which incorporate literacy strategies as a means of meeting essential outcomes | Student focus group feedback provides evidence of increased proficiency in strategies |

Focus Group: Literacy-Rich Environment and Practices

| Goal: To create and culture a literacy-rich environment that is visibly evident in the school and infused into the teaching and learning experienced by students by focusing on people, places, practices and perceptions. | | | | | |
|--|------------------------------------|--|---|--|---|
| Action Step | Timeline (Target date) | Lead person(s) | Resources Needed | Specifics of Implementation | Measure(s) of Success |
| Re-constitute the Library as a "Learning Commons" | Next several years | Joan Macdonald | References Capital Investments Teacher Training | Ontario School Library Association Document: <i>Together for Learning: School Libraries and the Emergence of the Learning Commons – A Vision for the 21st Century.</i> | Library environment, both physically and in practice will reflect that of a Learning Commons |
| Create a Student Literacy Committee | Before the end of 2011-2012 | <ul style="list-style-type: none"> • Cathy O. • Other interested and committed teachers | Time & Space Enthusiastic kids and teachers | Committee of students who would be the student voice in helping establish the culture of literacy in the school | A group of students will be actively promoting literacy through activities, events and promotional initiatives throughout the school and the year. |
| Create an awareness campaign to keep literacy top of mind for all members of the school community | During this school year and beyond | <p>The Literacy Committee</p> <p>The Student Literacy Committee</p> <p>All members of the school community at some level</p> | Time Ideas Enthusiasm Commitment Display Materials Display Space | <p>A campaign to raise the awareness of literacy would be undertaken in the school that would include:</p> <ul style="list-style-type: none"> • A branding effort • Displaying student work • Special events • Literacy as part of traditional events • "Novel Reminders" | It would be evident to people entering the school that Literacy was a school-wide focus. They would be able to see, and hear evidence of a school-wide focus on literacy. |