

# Middle School Plan for Student Success



**Team Members:**  
 Grade 8 Language Art Team  
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<b>School Context</b>	<a href="http://eugeneireimer.sd34.bc.ca">http://eugeneireimer.sd34.bc.ca</a> <a href="http://www.sd34.bc.ca/district/reports/strategic-plan">http://www.sd34.bc.ca/district/reports/strategic-plan</a> <a href="http://www.bcedplan.ca/">http://www.bcedplan.ca/</a>
<b>Inquiry Question</b> (what is the burning issue you want to address a team?)	How do we improve our students' reading comprehension? SMART GOAL: 75% of students will move up at least one level in relation to the skill of inferencing by June 2018.
<b>Rationale</b> (Why are we doing this?) (Please refer to school data)	Grade 7 results show Reimer students are continuing to struggle when it comes to the skill of inferencing. We will increase reading comprehension levels by teaching explicitly, specific strategies.  DATA DRIVEN: The Vernon assessment scores for Fall Grade 8 in the 2017-2018 school year will be the baseline data for our goal.

Strategies (Include ELL & LSS)	Who will be responsible?	Timeline for each phase	How will you assess effectiveness of strategy?	Professional Development and/or Resources
1. We will align our grade 8 ELA programs to facilitate common assessments	Classroom teachers, ELL, LSS	September 2017 – June 2018	- Term assessments - Common assessments	Vernon Weekly News SIOP
2. We will explicitly teach test features, predictions, and inferencing.	Classroom teachers, ELL, LSS	Term 1 and 2	- Vernon assessments - Common Assessments	Co teach Model, Rojas Strategies,
3. RTI	Classroom teachers in collaboration with RTI Team and LSS/ELL Team	Ongoing	- Pre and Post RTI Data - Common Assessments	Nelson Tests, Reading Comprehension Kit, Scaffolding, Explicit

4. Google Classroom	Classroom teachers, ELL, LSS	Ongoing	Paragraphs, common assessments	Scaffolding, explicit
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**Progress**

**Connections:** Explain how your school goal aligns with any of the strands from the District’s Strategic Plan, the Middle School Operational Plan and/or the Aboriginal Enhancement Agreement.

<p><b>District Strategic Plan</b></p> <ul style="list-style-type: none"> <li>• Excellence in teaching</li> <li>• Excellence in leadership</li> <li>• Flexibility &amp; access to programs / services</li> <li>• Ethical &amp; innovative use of technology</li> </ul>	
<p><b>Middle School Operational Plan</b></p> <ul style="list-style-type: none"> <li>• Promote best practices in all middle schools</li> <li>• Build the capacity of principals, vice-principals, teachers, &amp; EAs</li> <li>• Improve the achievement of Aboriginal students</li> <li>• Use technology to enhance classroom instruction and assessment</li> <li>• Engage parents and the community</li> </ul>	
<p><b>Aboriginal Enhancement Agreement</b></p>	

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<p><b>Middle School Operational Plan</b></p> <ul style="list-style-type: none"> <li>• Promote best practices in all middle schools</li> <li>• Build the capacity of principals, vice-principals, teachers, &amp; EAs</li> <li>• Improve the achievement of Aboriginal students</li> <li>• Use technology to enhance classroom instruction and assessment</li> <li>• Engage parents and the community</li> </ul>	<p>All Aboriginal students will receive targeted instruction and receive additional instruction through RTI if/when needed.</p>
<p><b>Aboriginal Enhancement Agreement</b></p> <ul style="list-style-type: none"> <li>• Increase student pride</li> <li>• Increase reading scores</li> <li>• Increase sense of belonging</li> </ul>	<p>Our goal supports Aboriginal Enhancement Agreement by focusing in improving student reading and comprehension levels. By teaching and building on student ability to put into regular use, specific reading strategies. These strategies target a student's ability to use text features to help them decode and understand what they are reading. The strategy we are focusing on is one of the "Super Seven" reading strategies that all good readers master.</p>