

## STUDENT SUCCESS

January 2010

### What the Data Says ....

The following data was collated for the Ministry mid-year report on the Board Improvement Plan. The following gains were noted in report card data for students in grades 7/8:

In Number Sense and Numeration : there has been a steady increase of students with IEP's at levels 3 and 4. The numbers are as follows;

- Term 1 in 2008/2009 - 52%, Term 2 in 2008/2009—52%, Term 3, 2008/2009— 56% and Term 1 in 2009/2010—76%.
- The percentage of all intermediates students at levels 3 and 4 in Number Sense and Numeration has also showed a steady increase with a slight dip in term 3 of 2008/2009.

We will continue to track the achievement of these students through our numeracy smart goal outlined in the Board Improvement Plan.

In Reading and Writing, intermediate student data demonstrates a steady increase in the percentage of students performing at levels 3 and 4. The data is as follows:

- Percentage of students at level 4 in writing is on a steady increase. Term 1 in 2008/2009 -12%, Term 2 in 2008/2009 - 17% , Term 3 in 2008/2009—22% and 26% in Term 1 of 2009/2010. Percentage of level 3 over the same time period has remained fairly consistent fluctuating by a couple of percentage points.

Our focus will continue to be moving the significant percentage of students at level two into levels 3/4.



### Literacy and Differentiated Instruction

On January 29th Junior and Intermediate teachers will focus on questioning strategies and stems which will support students with developing critical literacy skills. The use of the gradual release of responsibility model will be the vehicle for teachers to engage students in opportunities to learn and develop these skills .

In keeping with the board literacy smart goal ,teachers will be asked to bring data pertaining to their students who are currently performing at level 2 in reading. Teachers will have the opportunity to reflect on these students' needs. They will share effective instructional strategies they have found successful in supporting students with increasing student achievement in reading for meaning expectations 1.4 to 1.9.

## JANUARY 2010—Schedule of Events

- **January 7** – **Mid Year review of Board Improvement Plan**
- **January 11** – **Communication Liaison Teleconference**
- **January 15** – **Engaging Boys Session**
- **January 19** – **Student Success Communication Liaison Meeting—Toronto**
- **January 25** – **Portfolio Development team for junior and intermediate**  
- will have initial meeting
- **January 26** – **Cardboard Boat Races in Thunder Bay (Science Curriculum Connection)**
- **January 29** – **Professional Activity Day**

# Critical Literacy

Critical literacy refers to a stance one takes towards texts. Critical literacy engages students in asking questions that “problematize,” or grapple with the complexity of texts—all oral, print and electronic .

- Being critically literate means understanding that the author provides only one of many ways to think about a topic, and seeking alternative explanations.
- The critically literate reader, viewer, listener examines the attitudes, dispositions, values, and beliefs that readers bring to a text and shape the way they read and perceive it.
- The critically literate reader, viewer or listener examines the way a text works to influence the reader, the assumptions and beliefs that underlie a text and the perspectives and voices which are missing or silenced.
- Critical literacy positions and moves students to act in the world on behalf of fairness, equity and social justice.
- Critical literacy is not about traditional comprehension questions such as , What is the main idea?
- Critical literacy has potential application for literacy across subject areas, modes of expression, texts, and new technologies.
- Critical literacy encourages students to be active readers and questioners.
- Critical literacy impels the reader to interact with the text.

*“The literate individual is someone who knows that there is more than one version available” (Green, 2001, p11)*

*Source: Differentiated Instruction Cards, Ministry of Education.*

