



S.D. 85 (Vancouver Island North)

Grade Level Reading Strategy Map

Literacy Goal: Reading 5 by 5	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
Principal/ Vice –Principal	<ul style="list-style-type: none"> - Review School Plan(Focus on Learning) to make necessary adjustments - Meet with superintendent - Determine appropriate methods of formative assessments for the grade level reading profile with LART and classroom teachers 	<ul style="list-style-type: none"> -Monitor implementation effectiveness throughout first term 	<ul style="list-style-type: none"> -Review individual student reading progress with classroom teachers, make adjustments to intervention plans if necessary 	<ul style="list-style-type: none"> Monitor implementation effectiveness throughout term 	<ul style="list-style-type: none"> Review progress with superintendent 	<ul style="list-style-type: none"> Monitor implementation effectiveness throughout the second term 	<ul style="list-style-type: none"> Review individual student reading progress with classroom teachers, make adjustments to intervention plans if necessary 	<ul style="list-style-type: none"> Monitor implementation effectiveness throughout the third term 	<ul style="list-style-type: none"> -PM Benchmarks / DART/ Writing Performance Standards completed for school and district use - organize school based coding sessions 	<ul style="list-style-type: none"> - Establish school schedule for Learning Improvement Meetings with all teachers - Develop School Plan - Review School Plan and grade level reading profile with superintendent 	
Classroom Teacher	<ul style="list-style-type: none"> - Review individual reading levels - Develop customized instructional plans for reading 	<ul style="list-style-type: none"> PM Benchmarks / DART / Writing Performance Standards completed for school use 	<ul style="list-style-type: none"> - Assess individual progress - Redefine customized instructional plans and implement 	<ul style="list-style-type: none"> - Implementing customized instructional plans for reading 	<ul style="list-style-type: none"> - Implementing customized instructional plans for reading 	<ul style="list-style-type: none"> - Implementing customized instructional plans for reading 	<ul style="list-style-type: none"> - Assess individual progress - Redefine customized instructional plans and implement 	<ul style="list-style-type: none"> - Implementing customized instructional plans for reading 	<ul style="list-style-type: none"> District Assessments 	<ul style="list-style-type: none"> - Implementing customized instructional plans for reading 	
Learning Assistance Resource Teacher	<ul style="list-style-type: none"> With the classroom teachers: - Review individual reading levels - Formative and diagnostic assessments to identify reading skills to target - Develop customized instruction plans <p>Define the role of SEA in classrooms as support</p>	<ul style="list-style-type: none"> Work in classrooms to support students 	<ul style="list-style-type: none"> Work with classroom teachers to: - Assess individual reading progress - Redefine plans and implement 	<ul style="list-style-type: none"> Work in classrooms to support students 	<ul style="list-style-type: none"> Work in classrooms to support students 	<ul style="list-style-type: none"> Work in classrooms to support students 	<ul style="list-style-type: none"> Work with classroom teachers to: - Assess individual reading progress - Redefine plans and implement 	<ul style="list-style-type: none"> Work in classrooms to support students 	<ul style="list-style-type: none"> Re-administer Diagnostic assessments 	<ul style="list-style-type: none"> Work in classrooms to support students 	
Early Learning Literacy Support Teacher	<ul style="list-style-type: none"> - Provide support for teachers as a resource for reading instructional strategies, resources, and formative assessment process - Benchmarks / DART training for principals 	<ul style="list-style-type: none"> - Work with teachers as a resource for planning, programming, enrichment to support individual reading improvement 	<ul style="list-style-type: none"> - Attend review meetings 	<ul style="list-style-type: none"> - Work with teachers as a resource for planning, programming, enrichment to support Individual Reading Improvement Plans. 	<ul style="list-style-type: none"> - Work with teachers as a resource for planning, programming, enrichment to support Individual Reading Improvement Plans. 	<ul style="list-style-type: none"> - Work with teachers as a resource for planning, programming, enrichment to support Individual Reading Improvement Plans. 	<ul style="list-style-type: none"> - Work with teachers as a resource for planning, programming, enrichment to support Individual Reading Improvement Plans. 	<ul style="list-style-type: none"> - Attend review meetings 	<ul style="list-style-type: none"> - Work with teachers as a resource for planning, programming, enrichment to support Individual Reading Improvement Plans. 	<ul style="list-style-type: none"> - Work with teachers as a resource for planning, programming, enrichment to support Individual Reading Improvement Plans. 	<ul style="list-style-type: none"> Review district assessments and develop list of students not meeting grade level expectations in reading for principals and superintendent
Special Education Assistant / First Nations Support Worker	<ul style="list-style-type: none"> - Collaborate with teachers to develop, implement and assess individualized reading strategies - Develop and maintain positive relationships with students to fully understand their literacy abilities - Advocate for students’ needs, interests, abilities, and progress in learning 										