



Area of Focus: Literacy  
Overall Goal: By June 2018, we will increase students' reading ability through intentional groupings based on data collected through the sound skills screener, benchmarks analysis and classroom assessments. We will use the analysis of the data collected to plan and implement intentional teaching moves in guided reading. Progress will be tracked through pre and post sound skills screener, benchmarks and classroom assessments of focus students..

**Needs Assessment / Where Are We Now??**

**EQAO 2016-17 results:**

Grade 3

- 46% of students were at or above the provincial standard in reading.
- **50% of participating students were at or above the provincial standard in reading.**
- 52% of students were at or above the provincial standard in writing.
- **57% of participating students were at or above the provincial standard in writing.**
- 36% of students were at level 2 (nearing the provincial standard) in reading.
- 38% of students were at level 2 (nearing the provincial standard) in writing.

Grade 6

- **70% of students were at or above the provincial standard in reading.**
- **64% of students were at or above the provincial standard in writing.**
- 28% of the students were at level 2 (nearing the provincial standard) in reading.
- 36% of students were at level 2 (nearing the provincial standard) in writing.

Student Cohort Achievement Tracking (Comparison between achievement in grade 3 and 6 for students in Gr. 6 during 2016-2017)	
Reading	Writing
<ul style="list-style-type: none"> <li>• <b>54%</b> (29) met the provincial standard in Grade 3 and Grade 6;</li> <li>• <b>17%</b> (9) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>• <b>9%</b> (5) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>20%</b> (11) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>57%</b> (31) met the provincial standard in Grade 3 and Grade 6;</li> <li>• <b>9%</b> (5) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>• <b>17%</b> (9) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>17%</b> (9) did not meet the standard in Grade 3 and did not in Grade 6</li> </ul>

<b>PLAN</b>	<b>ACT</b>	<b>ASSESS</b>	<b>REFLECT</b>
<b>PLAN: Needs Assessment Where are we now?</b>	<b>ACT: Evidenced-Based Strategies/Action What are we going to do?</b>	<b>ASSESS: Monitor/Gather Data How are we doing? What evidence do you have?</b>	<b>REFLECT: Analyze/Reflect How did we do? Where to next?</b>
<b>1<sup>st</sup> CYCLE OF INQUIRY Starting June 29, 2017</b>	<b>Actions will be outlined in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17<sup>th</sup>.</b>	<b>Data Gathering will be outlined and collected in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17<sup>th</sup></b>	<b>Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17<sup>th</sup> and posted on Insite</b>
<p>Based on the data above, complete an If/then statement for the first cycle of inquiry</p> <p><b>If/Then Statement: Posted by October 10, 2017</b></p> <p><b>If students learn a variety of computational strategies through number talks and intentional instruction, then they will choose more efficient addition strategies and deepen their mathematical understanding.</b></p>	<ul style="list-style-type: none"> <li>• Capacity building on learning goals and success criteria</li> <li>• Co-create learning goals and success criteria as a team.</li> <li>• Teachers will create and post their learning goals and co-create success criteria with their learners</li> <li>• Look at different Early reading/Pre-reading assessments (Phonological Awareness) to determine which we will use as a diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building on learning goals and success criteria</li> <li>• Co-create learning goals and success criteria as a team.</li> <li>• Teachers will create and post their learning goals and co-create success criteria with their learners</li> <li>• Look at different Early reading/Pre-reading assessments (Phonological Awareness) to determine which we will use as a diagnostic</li> </ul>	<p>In response to the varying needs in the class, we have developed Guided Reading groups to support the needs identified by the Sound Skills Screener. We need to continue with our guided groups to see improvement as the turn-around time between meetings was short and students didn't have much time to develop the lagging skills.</p> <p>We learned that since rhyming is a widespread need, we will provide whole class instruction in a shared reading</p>

	<ul style="list-style-type: none"> <li>• Teachers will administer the Sounds Skill Screener to all SK students</li> <li>• Document strengths/needs found from the screener and determine next steps</li> <li>• Discussion on what interventions have been tried and the impact</li> <li>• Capacity building around Guided Reading for Emergent Readers using the Ministry's <u>Effective Guide to Reading</u> and <u>Guiding Readers</u> by Lori Jamison Rog</li> <li>• Group students for further guided instruction based on identified needs</li> <li>• Deliver targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will administer the Sounds Skill Screener to all SK students</li> <li>• Document strengths/needs found from the screener and determine next steps</li> <li>• Discussion on what interventions have been tried and the impact</li> <li>• Capacity building around Guided Reading for Emergent Readers using the Ministry's <u>Effective Guide to Reading</u> and <u>Guiding Readers</u> by Lori Jamison Rog</li> <li>• Group students for further guided instruction based on identified needs</li> <li>• Deliver targeted intervention</li> </ul>	<p>setting rather than in guided reading. If after more time and experience in rhyming there are still pockets of students having difficulty (based on Sound Skills Screener) then we will provide targeted guided reading instruction with those students.</p> <p>Our next steps will be to organize our data in a more manageable way so that we can be intentional in how we use it to guide our planning for instruction. We will continue to learn to provide quality instruction in guided reading groups for our Early Readers by using the resource <u>Guiding Readers</u>.</p>
<p><b>2<sup>nd</sup> CYCLE OF INQUIRY</b>  <b>Starting November 20, 2017</b>  Complete this section with any new data from your 1<sup>st</sup> Cycle of Inquiry.</p> <p><i>If students learn a variety of computational strategies through number talks and intentional instruction, then they will choose more efficient addition strategies and deepen their mathematical understanding.</i></p>	<p><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9<sup>th</sup>, 2018</i></p>	<p><i>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9<sup>th</sup>, 2018</i></p>	<p><i>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9<sup>th</sup>, 2018, and posted on Insite</i></p>
<p><b>3<sup>rd</sup> CYCLE OF INQUIRY</b>  <b>Starting March 19, 2018</b>  Complete this section with any new data from your 2<sup>nd</sup> Cycle of Inquiry</p> <p><i>If/Then Statement: Posted by March 30, 2018</i></p>	<p><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15<sup>th</sup>, 2018.</i></p>	<p><i>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15, 2018.</i></p>	<p><i>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15<sup>th</sup>, 2018, and posted on Insite</i></p>