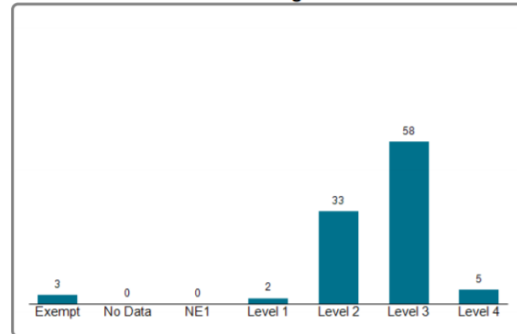


Goal Setting

Overall Goal: All students, as measured by our students achieving level 2 last year, will move up 2 reading levels. Educators will choose 2 Level 2 marker students (as measured by EQAO, report card marks from June 2019, and diagnostic tools), to monitor, plan and assess for student improvement.

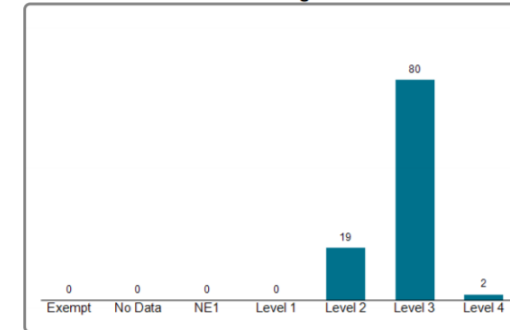
Needs Assessment / Where Are We Now?

Percentage of Students
Grade 3
Reading



- 32% of students in Grade 3 are approaching grade level in reading (21/64); if we move these students, over 90% of Grade 3 students will be at grade level in reading
- 19 % of students in Grade 6 are approaching grade level in reading (11/59); If we move these students, over 90% of our Grade 6 students will be at grade level in reading

Percentage of Students
Grade 6
Reading



Theory of Action: Due October 11, 2019

If we create engaging learning experiences through a focus on purposeful planning and improve assessment and feedback practices through a focus on monitoring learning and setting goals then student engagement and achievement will improve as measured by monitoring our focus students.

Success criteria for engaging learning experiences:

- I can see and hear authentic learning experiences*
- I can see and hear assessment and feedback practices*
- I can see and hear student-centered learning*
- I can see and hear students using resources with intention*
- I can see and hear educators as responsive facilitators*
- I can see and hear collaboration*
- I can see and hear purposeful planning*
- I can see and hear discourse along with independent think time*
- I can see and hear wellness*

‘Look Fors’

Success Criteria for monitoring learning and setting goals

- *I see evidence of pre-assessment.*
- *I see the use of a diagnostic tool.*
- *I see a class profile that includes academic information.*
- *I see guided groups with skill specific goals.*
- *I see a monitoring template to record student achievement along a continuum.*
- *I see clear, curriculum based learning goals posted.*
- *I hear students referring to co-created success criteria to self assess learning.*

PRE DATA: DUE: October 11, 2019

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

Using a survey with all educators, we noticed that educators predominantly categorize reading achievement and next steps as related to decoding (letter sound knowledge, sight word recognition, “sounding out strategies”). Reading success is measured by achieving a “level”. Educators are not yet consistently documenting the use of specific comprehension strategies that support understanding, as well as the ability to decode.

We have yet to unpack and investigate the Fountas & Pinnell kit as an option for diagnostic assessment. Educators will review the comprehension questions that accompany the reading selections, plan how to incorporate different types of comprehension questions into whole and small group lessons and assess for achievement.

Monitoring the THEN (e.g. student achievement, engagement, wellness):

Fountas & Pinnell Instructional Reading Levels – Quantitative Data (if you use a different reading assessment, you can replace this table with a table that meets your reading assessment levels (e.g. PM Benchmark – use numbers instead of letters)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Student 1																										
Student 2																										
Student 3																										
Student 4																										
Student 5																										
Student 6																										
Student 7																										
Student 8																										
Student 9																										
Student 10																										
Student 11																										

If there is no change in reading level, adjust the colour to the current time (i.e., make the October red section orange in November)

Data	
October	Red
November	Orange
February	Yellow
May	Green

Other Quantitative Data:

Qualitative Data

Fountas & Pinnell Qualitative Data

	Other Notes from the Fountas and Pinnell Assessment (i.e., reading behaviours, fluency, self-corrections, cues, observable actions, miscue analysis, comprehension, etc.)
Student 1	
Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 11	

PLAN and ACT – DUE: October 11, 2019

- Create teams, based on educator need, to ensure that all literacy teachers have the opportunity to build capacity around reading achievement.
- Meet as teams between professional development days. Designate a portion of professional development days and staff meetings to monitor our work in between team meetings.
- Ensure student work is central to our work & learning.
- Decide on a pre-assessment task(s) to administer to our students.
- Build staff capacity around literacy strategies to improve student reading skills
- Analyze EQAO and report card data.
- Peruse sample monitoring plans to meet our purpose.
- Plan professional learning opportunities to build staff capacity around purposeful planning and guided practice to provide meaningful descriptive feedback to students.

MID CYCLE 1 DATA: DUE: November 29, 2019

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

Educators had not yet unpacked the Fountas & Pinnell Benchmark Assessment System. Teams met with administration during to compare the PM Benchmark assessment and the Fountas & Pinnell assessment.

Teachers noted:

- Consensus among staff that they can accurately administer, code and score a running record
- F&P included a non-fiction selection for each level
- F&P comprehension assessment was much more comprehensive including a writing component
- Optional literacy assessments in F&P could provide more diagnostic information; some are committing to administering them to level 2 focus students

All groups were introduced to the Literacy Continuum.

Teachers noted:

- it's a comprehensive resource with all literacy strands in one book
- the "red bullet" notation of what has been added in each grade level
- the different notations for behaviours evidencing thinking "within, beyond and about" the text to influence planning and instruction at all levels
- the continuum of skills in each strand
- first time many have seen a continuum for oral, visual and tech
- desire for time to explore each section of the continuum

Monitoring the THEN (e.g. student achievement, engagement, wellness):

Fountas & Pinnell Instructional Reading Levels – Quantitative Data (if you use a different reading assessment, you can replace this table with a table that meets your reading assessment levels (e.g. PM Benchmark – use numbers instead of letters))

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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Student 10																										
Student 11																										

If there is no change in reading level, adjust the colour to the current time (i.e., make the October red section orange in November)

Data	
October	
November	

February

Other Quantitative Data:

Qualitative Data

Fountas & Pinnell Qualitative Data

	Other Notes from the Fountas and Pinnell Assessment (i.e., reading behaviours, fluency, self-corrections, cues, observable actions, miscue analysis, comprehension, etc.)
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Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 11	

MID CYCLE 1: ASSESS and REFLECT: DUE: November 29, 2019

Attention to summarizing, analyzing and interpreting results
using results to group and inform instruction
monitoring progress and case studies

END CYCLE 1: DATA: DUE: February 15, 2020

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

Monitoring the THEN (e.g. student achievement, engagement, wellness):

Fountas & Pinnell Instructional Reading Levels – Quantitative Data (if you use a different reading assessment, you can replace this table with a table that meets your reading assessment levels (e.g. PM Benchmark – use numbers instead of letters)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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If there is no change in reading level, adjust the colour to the current time (i.e., make the October red section orange in November)

Data	
October	
November	
February	

Qualitative Data

Fountas & Pinnell Qualitative Data

	Other Notes from the Fountas and Pinnell Assessment <i>(i.e., reading behaviours, fluency, self-corrections, cues, observable actions, miscue analysis, comprehension, etc.)</i>
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Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 11	

END CYCLE 1: ASSESS and REFLECT - : DUE: February 15, 2020

CYCLE 2 PLAN and ACT – DUE: February 15, 2020 (based on the assessing and reflecting at the end of cycle 1 – may not change from the October plan or may be revised)

END CYCLE 2: DATA: DUE: May 29, 2020

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

Monitoring the THEN (e.g. student achievement, engagement, wellness):

Fountas & Pinnell Instructional Reading Levels – Quantitative Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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October	Red
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Other Quantitative Data:

Qualitative Data

Fountas & Pinnell Qualitative Data

	Other Notes from the Fountas and Pinnell Assessment (i.e., reading behaviours, fluency, self-corrections, cues, observable actions, miscue analysis, comprehension, etc.)
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Student 4	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 11	

END CYCLE 1: ASSESS and REFLECT -: DUE: May 29, 2020