Goal Setting – Overall Goal: By the end of June 2020, we will increase by 50% (5 students) the number of students who were successful in reading and writing on the Grade 6 EQAO Assessment and the Grade 10 OSSLT. We will increase by 50% (2 students) the number of students who were not successful in reading and writing on the Grade 6 EQAO assessment and the Grade 10 OSSLT.

Needs Assessment / Where Are We Now?
Below – OSSLT Results – First Time Eligible – Data over time

Below – OSSLT Results – Comparing Grade 6 to OSSLT Results in Reading for 2018 (l) and 2017 (r) (data not available for 2019)

Below – Detailed OSSLT Results – Reading Skills (2019 Test) (Skills in Implicit, Explicit, Making Connections, left to right)

Our SIPSAW Literacy work from the past year has centered around helping student become better readers, by focusing on “What good readers do.” This represented a shift in focus to reading from writing. We made the shift as we were not certain if our students could effectively summarize information and were left with the question, “is it the writing, or being able to pull information from text by reading?” We started to focus on explicitly teaching reading strategies and employing comprehensive literacy in our classrooms, starting with Read Alouds. We attempted to make student thinking visible using highlighting and margin notes, and this year, want to further make student thinking visible by making observations while students read. By identifying areas in reading where students struggle, we can explicitly teach reading strategies to make our students better readers. While overall OSSLT 2019 results indicate that our achievement in writing is in fact lower, our educator team is passionate to learn more about the teaching of writing. In teaching reading and making texts more accessible, we hope writing skills will also improve.
If we create engaging learning experiences through a focus on creating meaning and integrating curriculum and improve assessment and feedback practices through a focus on eliciting student thinking and learning through triangulation 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 eliciting student thinking and learning through triangulation**
- I can make hear and identify areas of difficulty when students read out loud (coding, vocabulary, meaning)
- I can see when students are struggling with a text and identify areas in a text where students are not fully comprehending (tracking, decoding)
- I can discuss with students and evaluate comprehension after reading hear where they had difficulties with the text (explicit meaning, implicit meaning, and making connections)
- I can see evidence of students using pre/during/post reading strategies
- I can hear evidence of student using pre/during/post reading strategies
- I can use what I hear and see to determine intentional teacher moves to help students be better readers
- I can use products collected as a result of reading adjust my evaluations of a student’s reading along with what I see and hear

**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:
- 2 out of 6 educators were part of our learning team last year
- 0 out of 6 educators currently use running reading records in classes
- 3 out of 6 educators do Read Alouds to their classes


**“3” – 3 things that you have learned about teaching reading and adolescent literacy:**
- They have serious vocabulary limitations that I can predict and help (3-1-1)
- They aren’t accustomed to non-fiction (3-1-3)
- Resilience - when it gets hard, they give up (3-2-1)
- Got to know where they’re at and provide text at their level (3-2-2)
- Interest in literacy - they need to practice (3-2-3)
- Students lack ability to interact with text (3-3-1)
- Students lack the skills to apply to the text and make meaning (3-3-2)
- Needs much more practice prior to being set off on their own (3-3-3)
- Modelling reading is fundamental (3-4-1)
- In order to improve, they must take the time to deconstruct/ask questions of the text (3-4-2)
- Students must have time and independence to grow in their reading abilities (3-4-3)
- Practice makes better (3-5-1)
- They need direct and explicit instruction on how to read good (3-5-2)
- They don’t think like us, that’s our problem (3-5-3)
- Students need to know the purpose of the reading and need to know what they’ll be asked to do afterwards (3-6-1)
- I learned about the model of gradual release and how to apply it in the classroom (3-6-2)
- Learning and reading is social – part of the strategies that students use to construct meaning is through discussion with each other (3-6-3)
- Setting the conditions for comprehension when reading (space, lighting, environment) is important for students (3-6-4)

**“2” – 2 questions that remain about teaching reading and adolescent literacy:**
- How much reading did your parents do with you? (2-1-1)
- Do phones offer opportunity for reading or a distraction from making it happen? (2-1-2)
- How do we get all staff to buy in about the importance of literacy - and cross-curricular - and easy for staff? (2-2-1)
- How do we build resiliency in our students (2-2-2)
- How might I inspire hook adolescent readers to read more? (2-3-1)
- What are easier/better strategies to help with reading? (2-3-2)
- How do we give them the confidence to be willing to struggle? (2-4-1)
- How do we build their resilience willingness to try to improve and step away from distractions or to sit with struggle for a few minutes? (2-4-2)
- What constitutes proof? (2-5-1)
- How do we reconcile this last point (they don’t think like us and that’s our problem)? (2-5-2)
- How do we help students “get unstuck” independently? (2-6-1)
- How do we quantify and track student progress/growth when using strategies? (2-6-2)
- How do we access/make access to leveled readings in all subject areas accessible? (2-6-3)

**“1” – 1 next step for your teaching practice in your classroom next year:**
- Provide more opportunity for reading in all forms - modelled, shared, independent (1-2-1)
- Meet them where they’re at (1-2-2)
- Read the huge pile of novels that I have and encourage my son to read more! (1-3-1)
- Give them time to read and build in assessment to check to see if they’re interacting with the text (1-4-1)
- Gradual release and then return (1-4-2)
- Start with reading to them - model asking questions (1-4-3)
- Break down activities and assessment that makes space for these steps (1-4-4)
- Kids must read everyday for a variety of purposes (1-5-1)
- Focus on 2 – 3 high-yield strategies for our level 2 readers (1-6-1)
Monitoring the THEN (e.g. student achievement, engagement, wellness):

**Other Quantitative Data:**

Educators are in the process of administering reading assessments to marker students in the form of running reading records.

- Students were asked to identify what reading strategies they used (left).
- Students in one class were asked to rank their preference for reading strategies (right). This provided us interesting data on what students are NOT using:
- Student preference is for less complex, lower effort strategies, ones less prone to struggle.

### In ENG1P:

<table>
<thead>
<tr>
<th>I find reading easy</th>
<th>1 (Disagree)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Agree)</th>
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<tr>
<td></td>
<td>5%</td>
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<td>23%</td>
<td>45%</td>
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<th>I like reading out loud</th>
<th>1 (Disagree)</th>
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<th>3</th>
<th>4</th>
<th>5 (Agree)</th>
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<td>22%</td>
<td>43%</td>
<td>22%</td>
<td>9%</td>
<td>4%</td>
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### Qualitative Data

Educators are in the process of gathering attitudinal data regarding enjoyment, ease, motivation and attitudes towards reading.

We still struggle to determine if students are having difficulty with reading comprehension or writing in not being able to consistently summarize and state the main idea. As a result, we will focus our efforts on reading strategies in order to better determine the response to this question.

- **Most** students can state what good readers do, but they do not necessarily apply this in their daily activities.
- **Some** students were thinking too deeply (analyzing the text) when trying to find the main idea of a piece of text.
- **Most** students noticed and named strategies that the teacher was using during a modelled reading lesson.

In ENG1P – students said that, when reading, they need:
- Silence, Quiet, help with pronunciation, help understanding, music, space to focus.
PLAN and ACT – DUE: October 11, 2019

Plan for Cycle 1:

**October 21, 2019:**

Meeting action items:

1. Pick 3-5 (or more) marker students, preferable those achieving a level 2/3.
2. Pick a text that is around 3 paragraphs long and at an appropriate level for the class and students.
3. Have students read the text to you, and on your copy of the text, make observations about their reading, like a running record of reading:
   a. Sample running record is attached – go as deep as you want/can based on your comfort level
   b. Look specifically at Pages 1-2. The remaining pages are good information, but might be too much for us right now
   c. Or, just makes notes on what you see/hear as they go.
4. Ask the students questions at the end to verify their comprehension (and record your observations)
   a. “Tell me about what you read,” and anecdotally note their comprehension.
   b. We will also ask them to “Prove it – POINT to the evidence in the text that makes you think that.”
5. Record any other observations that you make as the student is reading.
6. Engage in conversations with the student after they have read about their reading
   a. What they found challenging, why... what they may have stumbled on, why they think what they do, etc
7. Administer an MS Forms attitudinal survey about reading, for you to administer with one of your classes (same class from which you pick your marker students)
8. Bring the student’s running record back to our next learning team meeting.

Plan for next learning team meeting:

1. Share our observations from the marker students
2. Determine what some “intentional teacher moves” are for our marker students to help them with their reading
3. Formalizing target strategies that our kids can use as they read
4. Address remaining questions – do we need to and how might we make their thinking more visible?
5. Discuss how to collect more data after explicit instruction of strategies – more running records, something on paper?
6. Discuss doing read-alouds – comprehensive literacy model for demonstrating reading strategies
7. Another “outside expert” – reading article for our professional growth/learning
<table>
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<th>MID CYCLE 1 DATA: DUE: November 29, 2019</th>
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<td>Monitoring the IF:</td>
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<td>Monitoring the THEN (e.g. student achievement, engagement, wellness):</td>
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<td>Monitoring the THEN (e.g. student achievement, engagement, wellness):</td>
</tr>
<tr>
<td>Other Quantitative Data:</td>
</tr>
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</table>
END CYCLE 1: ASSESS and REFLECT - DUE: May 29, 2020