Goal Setting

Overall Goal: By the end of June 2019, 75% of our focus students will achieve a level 3 or 4 when writing for a variety of purposes such as: writing a summary, procedure, information report, business report, or explanation.

Needs Assessment / Where Are We Now?

<table>
<thead>
<tr>
<th>Year</th>
<th>GISS % of Students who were Successful (Fully Participating)</th>
<th>LUCS&amp;B % of Students who were Successful (Fully Participating)</th>
<th>PROVINCE % of Students who were Successful (Fully Participating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>71</td>
<td>73</td>
<td>83</td>
</tr>
<tr>
<td>2014-2015</td>
<td>84</td>
<td>75</td>
<td>82</td>
</tr>
<tr>
<td>2015-2016</td>
<td>60</td>
<td>73</td>
<td>81</td>
</tr>
<tr>
<td>2016-2017</td>
<td>69</td>
<td>74</td>
<td>81</td>
</tr>
<tr>
<td>2017-2018</td>
<td>77</td>
<td>69</td>
<td>79</td>
</tr>
</tbody>
</table>

Grade 9 Practice OSSLT:

Theory of Action: Due October 12, 2018

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 identifying and using learning goals and success criteria, 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

Success Criteria for identifying and using learning goals and success criteria
I can see the learning goal posted in the classroom
I can see and hear the learning goal being referred to
I can hear students talking about what they are learning
I can see and hear co-creation of success criteria
I can see success criteria posted in the classroom (in kid friendly language)
I can see and hear students accessing the success criteria
I can see and hear modifications being made to the success criteria as more learning takes place

DATA:
Monitoring the IF:
Based on the co-constructed success criteria for educator learning.

Educator can:
- Post the learning goal in the classroom.
- See and hear the learning goal being referred to.
- Hear students talking about what they are learning.
- Co-create success criteria with the students.
- Post success criteria in the classroom (in kid friendly language).
- See and hear students accessing the success criteria.
- Make modifications to the success criteria as more learning takes place.
- Intentionally plan my next instructional move to move student learning forward.
- Use literacy instruction in various subject areas.

Monitoring the THEN:
Based on the co-constructed success criteria for the pre, mid and post assessments of student learning

Student can:
- Know and understand what they are learning.
- Co-create success criteria.
- Use the co-created success criteria in order to complete a task.
- Use the feedback given based on the success criteria in order to improve your work.
- Use their literacy strategies in all subjects/courses.

PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

<table>
<thead>
<tr>
<th>Summary Writing</th>
<th>(Scores are based on the OSSL marking criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td>Work</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Mid-Assessment: (Grade 10 class ONLY)

<table>
<thead>
<tr>
<th>Summary Writing</th>
<th>(Scores are based on the OSSL marking criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Assessment</td>
<td>Work</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Grade 10 data only (based on identified need)
Data generated after direct instruction on summary writing

What do these methods do?
Student Responses | Number of Students

- Look for the main idea, details, main idea
- Identify key details and highlights throughout the story
- Summarize the plot
- Identify the theme
- Identify the setting and the setting
- Theme of the book
-     noun, verb, adjective, adverb
-     noun, verb
-     noun, verb
-     noun, verb
-     noun, verb

Mid: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

- Grade 10 data only (based on identified need)
- The following data was generated from individual students responses:

Following a modelled reading lesson, students wrote down what they thought the main idea of the text was. The results were as follows:

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>On their Way</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/22</td>
<td>12/22</td>
<td>11/22</td>
</tr>
</tbody>
</table>
Following further modelled and shared instruction, students were asked to identify the topic and main idea in several short passages. The results were as follows:

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 7/8</th>
<th>Grade 12</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a main idea, but no support</td>
<td>Generally, details and important information included</td>
<td>Way too much information as a summary</td>
<td>Generally, a very strong group</td>
</tr>
<tr>
<td>Incomplete sentences</td>
<td>Overall, well written</td>
<td>Sentences are short—work on transitions to make things work more smoothly.</td>
<td>Challenges with writing conventions more so than the summary</td>
</tr>
<tr>
<td>No specifics given, very general, not enough detail</td>
<td>We do a lot of summarizing with them, even in read alouds.</td>
<td>Some syntax issues</td>
<td></td>
</tr>
<tr>
<td>Grade 7/8:</td>
<td>Students are used to being asked, “Where is your evidence?”</td>
<td>Grade 12:</td>
<td>Grade 9:</td>
</tr>
<tr>
<td>Generally, details and important information included</td>
<td>Students can state what good readers do, but they do not necessarily apply this in their daily activities.</td>
<td>Students can state what good readers do, but they do not necessarily apply this in their daily activities.</td>
<td>Students were able to identify/select the main idea, in multiple choice questions, with single paragraph pieces of text.</td>
</tr>
<tr>
<td>Overall, well written</td>
<td>Some students were thinking too deeply (analyzing the text) when trying to find the main idea of a piece of text.</td>
<td>Some students were thinking too deeply (analyzing the text) when trying to find the main idea of a piece of text.</td>
<td>Very few students in the grade 10 class read for pleasure (4/22).</td>
</tr>
<tr>
<td>We do a lot of summarizing with them, even in read alouds.</td>
<td>Students noticed and named strategies that the teacher was using during a modelled reading lesson.</td>
<td>Students noticed and named strategies that the teacher was using during a modelled reading lesson.</td>
<td></td>
</tr>
<tr>
<td>Students are used to being asked, “Where is your evidence?”</td>
<td>For some students, mainly students who achieved a Code 20, their next steps are refining their writing. Specifically, avoiding redundant information, clarity of expression, and writing in a concise manner.</td>
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<td></td>
</tr>
<tr>
<td>Grade 12:</td>
<td>We are still seeing issues with clarity, syntax, and grammar verb tense agreement through the writing</td>
<td>We are still seeing issues with clarity, syntax, and grammar verb tense agreement through the writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 10:</td>
<td>Grade 10:</td>
<td></td>
</tr>
<tr>
<td>Generally, details and important information included</td>
<td>Students were not able to identify the main idea</td>
<td>Some were not able to identify the main idea</td>
<td></td>
</tr>
<tr>
<td>Overall, well written</td>
<td>Incomplete sentences</td>
<td>Incomplete sentences</td>
<td></td>
</tr>
<tr>
<td>We do a lot of summarizing with them, even in read alouds.</td>
<td>Not well-written</td>
<td>Not well-written</td>
<td></td>
</tr>
<tr>
<td>Students are used to being asked, “Where is your evidence?”</td>
<td>Grade 10:</td>
<td>Grade 10:</td>
<td></td>
</tr>
<tr>
<td>Grade 7/8:</td>
<td>Summary Writing (similar activity to pre-assessment, but with direct instruction on using the summary template/planning tool)</td>
<td>Summary Writing (similar activity to pre-assessment, but with direct instruction on using the summary template/planning tool)</td>
<td></td>
</tr>
<tr>
<td>Generally, details and important information included</td>
<td>Grade 10:</td>
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<tr>
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<td>Grade 10:</td>
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<tr>
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<td>Grade 10:</td>
<td>Grade 10:</td>
<td></td>
</tr>
</tbody>
</table>
Make a plan to deliver information to all staff

To focus on over the course of the term

Plan and administer a writing pre-assessment to our focus students

Document student thinking over time

Explore the “Think Literacy” document

Assist our students in all subjects/courses

Determine the highest yield strategies to

Gain a collective understanding of what our

work

PLAN

– DUE: October 12, 2018

• Revisit and reflect upon last year’s SIPSAW work
• Gain a collective understanding of what our if/then statement means
• Determine the highest yield strategies to assist our students in all subjects/courses
• Explore the “Think Literacy” document
• Plan and administer a writing pre-assessment to our focus students
• Document student thinking over time
• Decide on one reading and one writing strategy to focus on over the course of the term
• Make a plan to deliver information to all staff

ACT – DUE: October 12, 2018

• Analyze our if/then, so that it will make sense to all staff

November 16, 2018:

• Used Knowing What Counts – Setting and Using Criteria, Gregory, Cameron, Davies (2011), Pages 26-27 for generating criteria of an effective reader
• Co-construct Success Criteria with students, both pre- and post-instruction, for reading habits, “What do good readers do?”
• Specifically teach student pre/during/post reading strategies through teacher modelling
  o Students to revisit the “Viola Desmond” text and improve their summary
• Continue to moderate student work:
  o Plan intentional instructional move(s) based on achievement of success criteria (reading)
  o Use the summary writing tool/template with students

February 8, 2019:

• Complete a modelled reading lesson in the grade 10 classroom.

ASSESS – DUE: November 16, 2018 & February 8, 2019

November 16, 2018:

Based on the pre-assessment data and in conjunction with the OSSLT administration in the Grade 10 year, the Learning Team opted to focus on the Grade 10 classes. It also presents the greatest opportunity for ongoing educator learning (reading and clarity in writing). For some students, mainly students who achieved a Code 20, their next steps are refining their writing. Specifically, avoiding redundant information, clarity of expression, and writing in a concise manner. Most students missed the point of the article, and therefore, we need to focus on reading. (To address their writing, we are still seeing issues with clarity, syntax, and grammar verb tense agreement through the writing).

Educators believe that one reason why students may be missing the point is due to an inability to decipher between what’s important versus what’s supporting information and what’s being implied versus explicitly stated:
• We need to model and do Think Alouds so that students can understand our thought processes
• This needs to be explicitly taught
• “We need to peel back the curtain and show them what’s in our head”
• “What’s written is not what it’s about”

For educators, what do good readers do? We need to construct our own success criteria.

December 18, 2018:

• Administer a writing pre-assessment – district data
• Administer a writing pre-assessment – teacher data
• Administer a writing pre-assessment – student data
• Co-construct success criteria for writing

January 29, 2019:

• Decide on/create a pre-assessment task
• Administer the pre-assessment to all focus students (at a minimum)
• Moderate student work
• Plan intentional instructional move(s) to move the student thinking forward
• Plan for how to deliver this information to all staff
• Share the learning goal with all students
• Co-create success criteria for writing

November 16, 2018:

• Used Knowing What Counts – Setting and Using Criteria, Gregory, Cameron, Davies (2011), Pages 26-27 for generating criteria of an effective reader
• Co-construct Success Criteria with students, both pre- and post-instruction, for reading habits, “What do good readers do?”
• Specifically teach student pre/during/post reading strategies through teacher modelling
  o Students to revisit the “Viola Desmond” text and improve their summary
• Continue to moderate student work:
  o Plan intentional instructional move(s) based on achievement of success criteria (reading)
  o Use the summary writing tool/template with students

February 8, 2019:

• Complete a modelled reading lesson in the grade 10 classroom.

REFLECT – DUE: November 16, 2018 & February 8, 2019

November 16, 2018:

In attempting to provide students with a structure to plan and formulate ideas, we may have inadvertently narrowed the focus of the students to only a few reading/writing strategies. While our initial work with this planning tool/template provided greater results and improvements in student achievement, students who were not involved in the co-creation of the tool/template were not as aware of the process of its use. As we reflect, we now understand that the process was just as important, or more so, than the use of a tool itself.

We realized that the bulk of our planning tool/template was in fact a pre-reading strategy. You can’t find the main idea if you don’t accurately deconstruct the text.

Upon reflection, the focus for the second part of this cycle needs to be around process – the process of deconstructing text pre/during/post reading.

We realize that we are more effective at explicitly teaching the skills of summarizing text after having generated and tracked our success against criteria.

February 8, 2019:

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. We need to give ourselves permission to focus on reading, and while still providing feedback to students about their writing, only collect data and analyze it through the lens of the co-constructed criteria for best reading practices. We need to move students towards independence in selecting and implementing reading strategies by using a combination of graphic organizers, prompts, and anchor charts in the classroom, through the gradual release model.

We decided on this instructional move by using a combination of graphic organizers, prompts, and anchor charts in the classroom.
Co-construct success criteria around what good readers do.
Consolidate our learning in the classroom with what good readers do.
Explicitly teach what the main idea is and where it might be found in a piece of text.
Scaffold the teaching/learning within the classroom: modelled, shared, guided, independent.
Create an anchor chart for finding the main idea in a piece of text and post in the classroom for students to refer to regularly.

February 8, 2019:
In establishing criteria for “what do good readers do”, we recognized how easily the criteria could be sorted into before, during, and after reading strategies. From previous work, we had an awareness of these categories and their importance, and again better understand the need to be explicit in modeling their use.

Based on co-constructing success criteria for “what do good readers do”, we realized that most students know what good readers do, evidenced by their being able to independently articulate and give examples of the criteria, but only a small number of students put these skills into practice when reading a text. Most students need prompting to employ these reading strategies and we need to help move students towards independence in using the criteria through explicit teaching and modelled and guided instruction.

We noticed that most students do not use the planning space provided before writing written responses to comprehension questions, including prompts to summarize and state the main idea, despite having used graphic organizers to help in this planning.

We are wondering what role the text itself plays in the ability of students to use different reading strategies.

We are wondering about how we can help students autonomously use these strategies, be it by providing graphic organizers, posted success criteria, learning protocols, or strategic prompts in the classroom.

In focusing on finding the main idea and looking for the main idea, we realized that our focus was narrow, and of higher level thinking than the more fundamental reading strategies discussed with students – students weren’t “there” yet.
The 2nd Cycle of Inquiry

Theory of Action: Due February 15, 2019

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 identifying and using learning goals and success criteria, 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 student-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

Educator can:

- Learning the pre, mid, and post assessments
- Monitoring the IF
- Data:
  - Based on the co-constructed success criteria for educator learning.
  - Post the learning goal in the classroom.
  - See and hear the learning goal being referred to.
  - Hear students talking about what they are learning.
  - Co-create success criteria with the students.
  - Post success criteria in the classroom (in kid-friendly language).
  - See and hear students accessing the success criteria.
  - Make modifications to the success criteria as more learning takes place.
  - Intentionally plan my next instructional move to move student learning forward.
  - Use literacy instruction in various subject areas.

Monitoring the THEN:

- Based on the co-constructed success criteria for pre, mid, and post assessments of student learning.
- Student can:
  - Know and understand what they are learning.
  - Co-create success criteria.
  - Use the co-created success criteria in order to complete a task.
  - Use the feedback given based on the success criteria in order to improve your work.
  - Use their literacy strategies in all subjects/courses.

- Following a modelled reading lesson, students wrote down what they thought the main idea of the text was. The results were as follows:

<table>
<thead>
<tr>
<th>Look For:</th>
<th>Grade 10 data only (based on identified need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Responses</td>
<td></td>
</tr>
<tr>
<td>Read for meaning, skills, themes, main idea</td>
<td></td>
</tr>
<tr>
<td>Takes notes/highlights throughout the story</td>
<td></td>
</tr>
<tr>
<td>Uses a real thinking for the characters</td>
<td></td>
</tr>
<tr>
<td>Has a change of voice or emphasis</td>
<td></td>
</tr>
<tr>
<td>Creative illustrations</td>
<td></td>
</tr>
<tr>
<td>Rewrites the English of the story</td>
<td></td>
</tr>
<tr>
<td>Sings the story</td>
<td></td>
</tr>
<tr>
<td>Sees a variety of books</td>
<td></td>
</tr>
<tr>
<td>Discusses responses</td>
<td></td>
</tr>
<tr>
<td>Analyzes difficult vocabulary</td>
<td></td>
</tr>
<tr>
<td>Makes a drawing</td>
<td></td>
</tr>
<tr>
<td>Identifies setting, theme, genre</td>
<td></td>
</tr>
<tr>
<td>Sees the opening and the ending</td>
<td></td>
</tr>
<tr>
<td>Identifies the text</td>
<td></td>
</tr>
<tr>
<td>Reads the back of the book to ensure what the book is about</td>
<td></td>
</tr>
<tr>
<td>Reads a last page</td>
<td></td>
</tr>
<tr>
<td>Rereads when they have a question</td>
<td></td>
</tr>
<tr>
<td>Looks up new or challenging words</td>
<td></td>
</tr>
<tr>
<td>Notes corrections</td>
<td></td>
</tr>
<tr>
<td>- Follows</td>
<td></td>
</tr>
<tr>
<td>- Notes</td>
<td></td>
</tr>
<tr>
<td>- Good representation</td>
<td></td>
</tr>
<tr>
<td>- Notes the main idea</td>
<td></td>
</tr>
<tr>
<td>- Identifies street names</td>
<td></td>
</tr>
<tr>
<td>- Reads quickly</td>
<td></td>
</tr>
<tr>
<td>- Should move faster</td>
<td></td>
</tr>
<tr>
<td>- Notes a passage/lines where they are stuck</td>
<td></td>
</tr>
<tr>
<td>- Summarizes</td>
<td></td>
</tr>
<tr>
<td>- Highlights</td>
<td></td>
</tr>
<tr>
<td>- Makes a question they like</td>
<td></td>
</tr>
<tr>
<td>- Highlights</td>
<td></td>
</tr>
</tbody>
</table>

- The results were as follows:

  - 50% of students gathered appropriate tools (sticky notes, highlighters, and pencils) prior to task starting.
  - 50% recorded a question about their wonderings about the text after having read the title.
  - 70% of students were hesitant/could not start/do the when the text markup independently for the first time.
  - 50% of students demonstrated AND explained what strategy was used and why (by the last independent passage), while 50% demonstrated, but could not explain.

- The following data was generated from individual student responses:

  - Staff had planned to quantitatively track students’ ability to demonstrate good reading behaviours, as measured against co-constructed success criteria (see left), but at this time, they have not yet gathered evidence.
  - Teachers are more intentional with reading in their classes:
    - 3 teachers (2 secondary, 1 intermediate) are using Read Alouds in their classes
      - 1 teacher in the science subject area
      - 2 teachers in language areas
    - 5 of 5 Intermediate teachers read to their classes once a week or more
    - 1 secondary teacher (not part of learning team) has started independent reading her English class this semester
  - We will gather quantitative data of student learning/development for the end of the cycle.

- Success Criteria for identifying and using learning goals and success criteria

  - I can see and hear the learning goal posted in the classroom.
  - I can see and hear the learning goal being referred to.
  - I can see and hear students talking about what they are learning.
  - I can see and hear co-creation of success criteria.
  - I can see and hear success criteria posted in the classroom (in kid friendly language).
  - I can see and hear students accessing the success criteria.
  - I can see and hear modifications being made to the success criteria as more learning takes place.

- DUE: April 12, 2019

- DUE: May 31, 2019

- Teachers intentionally used the gradual release model to show students how to highlight, make margin notes, ask questions, and circle unknown words:
  - 2 teachers initially gave students 4 reading passages, plus 2 follow up passages:
    - First: teacher modelled, and students watched
    - Second and third: teacher/students and students/students worked collaboratively together
    - Fourth: Students work independently
  - In one class (ENG2D), student work and teacher observation indicate:
    - 75% of students gathered appropriate tools (sticky notes, highlighters, and pencils) prior to task starting.

- POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019
Following further modelled and shared instruction, students were asked to identify the topic and main idea in several short passages. The results were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>On Their Way</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/22</td>
<td>14%</td>
<td>36%</td>
<td>50%</td>
</tr>
</tbody>
</table>

- Not all educators have yet quantitatively gathered evidence of individual strategies that students used, yet they have documented the strategies through qualitative observations and general quantitative data.
- Educators are working with students to assist the students in deciding which reading strategies are most effective for them on an individualized basis.
- Educators are gathering evidence of the impact of the reading strategies on student learning over time, but this data was not yet available, as they are still actively engaged in this process.
- Preliminary OSSLT results indicate that we need to develop more focus on our Level 2/3 students, as we had a number of students score 290/295 on the test. Our planning will incorporate how we might intentionally plan to support these students in their literacy skill development.

**QUALITATIVE ANECDOTES**

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**February 15, 2019**

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.

**April 12, 2019**

- **Almost all** students engage with the teacher and listen during a read aloud in class.
- **Almost all** students follow along in their own copies of the text as the teacher reads aloud.
- **Most** students participate and engage with teacher prompts when reading/reflecting on the text.
- **Most** students can contribute their own ideas/strategies for comprehension when asked to reflect by the teacher.
- **Most** students identify conditions which they feel are important in order to be able to read a text for comprehension.

Our Learning Commons stats for book sign-outs have increased this year, and our Intermediate Panel is using the Learning Commons more for pleasure reading. All intermediate classes and more secondary classes are engaging in independent reading activities.

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**May 31, 2019**

- **All** students engaged and participate in read alouds in class.
- **All** students employed at least one newly-taught comprehension strategies while reading.
- **All** students know and demonstrated more than one good reading behaviour.
- **Most** students engaged and participated in “marking up” a text in class when we engaged in various stages of the gradual release model.
- **Most** students were unsure of what to highlight initially, and after practice, **some** were still unsure of how to efficiently use this strategy.
- **Most** students demonstrated better use of visible reading comprehension strategies (text mark-up) and better comprehension when working collaboratively with a partner or in a small group when able to discuss their text passage with a partner or teacher.
- **Some** students could independently employ these strategies, whereas **most** students still have difficulty working independently.
- **Some** students got lost in the text when working independently: difficult vocabulary, complex text, difficult to understand.
- **Some** students lost focus while reading in trying to implement strategies.
• One staff member noted that for some students, “There is a decline in efficacy as there is less teacher involvement.”
• **ALL** students demonstrated improvement in using strategies and overall comprehension of texts
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<td>• Gain a better understanding of before, during, and after reading strategies through professional reading (e.g., Adolescent Literacy Guide, When Kids Can’t Read: What Teachers Can Do, Think Literacy, etc.)</td>
<td>• With the new semester class, teachers will model a read-aloud, and students will co-construct success criteria for good strategies/things that readers engage in before reading, during reading, and after reading, based on the read-aloud.</td>
<td><strong>April 12, 2019:</strong> The following images show the teacher starting point for success criteria, followed by criteria generated by students which they felt was of importance (and in which they have investment and ownership). <strong>Teacher starting point:</strong></td>
<td><strong>April 12, 2019:</strong> We wonder how to make student thinking visible while they read and how to accurately and quantitatively measure both use of strategies and increased comprehension. We realized how many strategies there are, and how complex each of those strategies can be, in reading. We also realized how important it is for teachers to model and discuss strategies. We realize how important it is to read to students on a regular basis and discuss reading and the need to do so in all classrooms, no matter the grade and content area. <strong>May 31, 2019:</strong> This cycle provided teachers with significant learning about using the gradual release of responsibility model for reading and implementing a variety of comprehension strategies. With our new knowledge and comfort level, and given the ground work that has been done with establishing “good reading behaviours,” we need to develop greater focus in our next cycle by picking specific focus students and selecting a small number of strategies to explicitly teach and measure for those students.</td>
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<td>• Anticipate success criteria for these reading strategies, based on our intermediate and secondary students</td>
<td>• Staff will observe selected focus students read and evaluate as compared to the criteria.</td>
<td><strong>April 12, 2019:</strong></td>
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<td>• Explicitly teach and model the use of effective reading strategies: “What good readers do.”</td>
<td>• The learning team will then determine next steps based on observations, and explicitly teach those strategies to students.</td>
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<td>• Monitor student learning over time based on the success criteria</td>
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<td>• Intentionally plan the next instructional move to push student learning forward</td>
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<td>• Use a gradual release model with our students: modelled, shared, guided, and independent</td>
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Teacher-created action items to demonstrate during read aloud:

- The team will demonstrate how to engage with a text, reading aloud and explicitly showing students strategies of highlighting unknown words, important details, and margin notes.
- Staff will project a real-time image of the text and their mark-ups onto a screen using a camera/Elmo, striving for:

ACT – April 12, 2019

Students felt that setting the conditions for reading was very important – this included proper lighting, being comfortable, and the setting being quiet. On the surface, perhaps not what we would consider important from a comprehension/strategy/fluency standpoint, but it does fall in line with students commenting that they need to “actually read” a text, showing that students know when they are reading for comprehension vs. reading to get to the end – students need to know WHY to take reading seriously and can differentiate when they do.

Although our initial goal was to harmonize our success criteria and create measures of how often the students were using the strategies, we deviated from those firm quantifiable measures and wanted instead to have students engage with the text. We’re still wondering how to quantify this.

To help make student thinking visible, we need to explicitly teach how to mark-up a text, and we will collect student work as evidence to help inform our next steps.

Student voice and feedback indicate that they need to know the purpose for reading, what the reading is about, and what they will do with the information as a result of/after reading the text.

Our Learning Commons stats for book sign-outs have increased this year, and our Intermediate Panel is using the Learning Commons more for pleasure reading. All Intermediate classes and more secondary classes are engaging in independent reading activities.

Because of our work, general classroom practice for our learning team members now includes:

- Reading aloud and explicitly teaching a variety of reading strategies (“peeling back the layers” of what we, as good readers, do while making meaning from text)
- Talking about why the class is reading (reading for purpose), ensuring that students know what will be done with the reading, and priming reading with a discussion of what readings are about
- Using high interest and motivating reading materials to help students read independently
- Use of the gradual release of responsibility model

Because of our work, our learning team members have now made the following realizations for how their practice should continue to evolve:

- Introduction of leveled reading passages so that all students have the ability to access reading texts in class, and that we need more teacher involvement in helping student access texts
- We need to ask simple questions of students to help prompt them to independently question what they are reading so that they can build meaning and comprehend (move to no teaching intervention)
- We need to, where possible, provide students with choice of reading materials in class, choices that relate to the curriculum
- We need to continue to incorporate student voice in identifying and using reading strategies

The learning team members have an awareness of the variety of strategies that we can teach students to access and comprehend texts. Our next steps include selecting one or two specific strategies to explicitly teach at one time as we move through the stages of gradual release of responsibility. We must also create simple and common prompts that we can use and post in classrooms the help students get “unstuck” while reading. We recognize that not all students are motivated to start reading for meaning, and that we can also teach simple pre-reading prompts to help engage and motivate students to read.

Co-constructed with students:

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We want to gradually release responsibility to the students – initially having them work in pairs to mark up a text, moving toward doing it independently. The teacher would then be able to work (in guided groups) with students who cannot yet read the text independently.

The team will seek to answer common questions that students felt important when reading:

- Students need to know the purpose for reading, what the reading is about, and what they will do with the information as a result of/after reading the text.

The team presented a video of a read aloud to all staff at a PA Day staff meeting, discussed various strategies that can aid comprehension and what students felt was important, and encouraged all staff to read aloud to their students.

May 31, 2019:

Educators, including content area teachers, have experienced the benefit of explicitly teaching reading to their students. Educators began with an instructional read aloud, where they intentionally planned where to stop in a text and what reading strategy(ies) to demonstrate with their students. This led to teachers implementing the gradual release of responsibility by having their students participate in reading a text as a read aloud, a shared reading, with a partner, independently, and in some cases, in guided groups. As one educator noted, “There is value in reading aloud and reading together with the students, stopping and allowing time for discussion. There is power in working together.”

Teachers have noted that not all strategies work as effectively for all students. They know the importance of knowing their learner and planning next steps to support their students. We are still working on how to see and measure where students are struggling in reading: what
May 31, 2019:

- Teachers intentionally used the gradual release model to show students how to highlight, make margin notes, ask questions, and circle unknown words:
  - 2 teachers initially gave students 4 reading passages, plus 2 follow up passages:
    - First: teacher modelled, and students watched
    - Second and third: teacher/students and students/students worked collaboratively together
    - Fourth: Students work independently

Educators selected 3 markers students and 2-3 specific strategies to teach, re-enforce, and track, while continuing to read aloud in classrooms and utilize and explain reading strategies that they’re using. Our learning team has planned to meet once more after the May 31 deadline to examine the work and progress of these 3 marker students. The team chose to do this in part to develop a thin slice of data with greater focus, but also to better quantify the results of their work.

Future actions may include developing provocations to help students relate to text (“yeah, so?”, “how does this affect me/what’s in it for me?”), making connections between the text and self and anchor charts/prompts that students can independently use to get unstuck when reading.

They are able to do and what they need further support, instruction, and scaffolding with.

The team realized that teaching literacy skills should not end after grade 6 and that there should be more teacher involvement as the texts become more complex. They should continue to allow for opportunities to develop and practice using reading strategies, which will help eliminate bad habits, such as giving up.

We realized that we needed to ensure that students know and understand that it’s OK to not understand what they’re reading or have just read — that this is a normal part of reading. We realized that we needed to reassure students that it’s OK to have lingering questions after having read a text. We realized that when students were more comfortable with this notion, we could better engage them in re-reading and going back to try to make meaning and understanding.

We identified that most students find it easier to use strategies and comprehend/make meaning from text when they are to discuss their reading with other students or the teacher and ask/respond to the questions of others. As such, we need to help equip students with strategies that they can use on their own to mimic the benefits obtained as a result of discussion so that they can independently develop better comprehension (for example, students cannot discuss reading on the OSSLT).

We realize that students need interesting and motivating tests and easy access to reading materials. We are providing students with an opportunity to take up to 10 TLC library books home for the summertime this year.