School Improvement Plan
for Student Achievement 2018-2019
Literacy and Numeracy

School: **Russell High School**

Principal: **P. Onstein/ L. Hume**

Vice-Principal(s):

## Goal Setting

Overall Goal: All focus students, will move at least one **reading level** on the Fountas and Pinnell assessment.

### Needs Assessment / Where Are We Now?

**11 % of High School Staff have some level of training with the Fountas and Pinnell assessment Tool.**
**None of the staff have experience with the LLI kits used to improve student reading levels.**

**Reading assessments completed on our OSSLT participants indicated 67% of them are reading at an O or P level (significantly below grade level).**

**Success Rates on the OSSLT dropped last year and have dropped 13% over the last 4 years.**

| Year | Success Rate - First Time Writers |
|------|-----------------------------------|
| 2014 | 80 |
| 2015 | 77 |
| 2016 | 74 |
| 2017 | 67 |

## Theory of Action: Due October 12, 2018

*If we create engaging learning experiences through a focus on* purposeful planning *and improve assessment and feedback practices through a focus on* generating descriptive feedback *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 purposeful planning*
- *Big ideas drive the learning*
- *Project-based learning*
- *Differentiated learning tasks (multiple entry levels for all)*

### Success Criteria for generating descriptive feedback

*I can see and hear students providing feedback to each other*
*I can see and hear collaboration*
*I can see and hear educators providing detailed feedback to improve student work*
*I can hear constructive comments from all stakeholders*
*I can see and hear students and staff using the feedback to improve*
*I can see and hear students and staff using feedback to plan next steps*

---

**DATA:**
**Monitoring the IF:**
*Based on the co-constructed success criteria for educator learning. (e.g. criteria for providing effective descriptive feedback)*

**Monitoring the THEN:**
*Based on the co-constructed success criteria for the pre, mid and post assessments of student learning (e.g success criteria for number fluency)*

*SAMPLES:*

**PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018**

*Through report card data and/or OSSLT assessments as well as through teacher feedback, we identified the following students to be in need of LLI strategies.*
*Fountas and Pinnell Levels – September 2018*

| | Teacher 1 | Teacher 2 | Teacher 3 |
|---|---|---|---|
| Student 1 | BD -O | SP - P | SB - O |
| Student 2 | OM - O | AL -NA | DB - P |
| Student 3 | SL - P | HD-P | |
| Student 4 | BT -NA | | |

**MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018**

**Tracking sheet for Reading Levels November 8th**

| | Teacher 1 | Teacher 2 | Teacher 3 |
|---|---|---|---|
| Student 1 | BD -S | | SB - R |
| Student 2 | OM - U | AL – V (high) | DB - ? |
| Student 3 | SL - Q | HD- R | NP -S |
| Student 4 | BT -V | | |

**POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019**

**Tracking sheet for Reading Levels February 6th**

| | Teacher 1 | Teacher 2 | Teacher 3 |
|---|---|---|---|
| Student 1 | BD -T | | SB - S |
| Student 2 | OM - U | AL – V (high) | DB - R |
| Student 3 | SL - P | HD- R | NP -S |
| Student 4 | BT -W | | |

*student reading levels due to be reassessed

The table in the image (Grade 1/2 and Grade 2/3):

| Grade 1/2 **Grade 2/3** | | November | | December | | February | |
|---|---|---|---|---|---|---|---|
| Join | Result Unknown | 73 | 83 | 73 | 83 | 73 | 83 |
| | Change Unknown | 60 | 61 | 60 | 61 | 73 | 83 |
| | Start Unknown | 53 | 67 | 53 | 67 | 53 | 83 |
| Separate | Result Unknown | 59 | 92 | | | | |
| | Change Unknown | 44 | 92 | 50 | | 69 | |
| | Start Unknown | | 67 | | | | 77 |

---

**QUALITATIVE ANECDOTES – DUE: October 12, 2018**

-Student reading levels drastically affect their ability to function in a regular classroom setting.
-Staff efficacy in improving reading levels is important in improving outcomes for students.
-Improving reading levels of students will improve their confidence and success in other subject areas.

---

**QUALITATIVE ANECDOTES – DUE: November 16, 2018**

Anecdotal Evidence:
- Noticing that some students are able to listen and understand far more than when they read silently (AL) for example.
- Some can decode but lack comprehension, some have comprehension when they listen (listening comprehension is much higher than reading comprehension)

## MSV Cueing System Observational Data

- Found that in general they are relying more on visual system and lack word attack skills, especially for longer (multi-syllable words)
- Elmo -finding the different cueing systems, link to students doing readers theatre, opportunity to apply and give feedback in an authentic setting
- Found that they are leaving words out more than they are inserting them
- Many errors fit 2 categories

---

**QUALITATIVE ANECDOTES – DUE: February 8, 2019**

*Anecdotal Evidence:*
- Noticing that students are learning how to navigate through books using Table of Contents (particularly Non-fiction books)
- Students are learning about the relationships between characters in their readings and understanding the underlying meanings of the books.

## MSV Cueing System Observational Data

- Word attack skills, especially for longer (multi-syllable words) have improved for all focus students but continue to be an area of focus
- Students continue to leave words out more than they are inserting them
- Many errors fit 2 categories
- Staff are recognizing and understanding the type of errors being made and are learning to structure their teacher to address these errors

---

**PLAN – DUE: October 12, 2018**

In a collaborative effort, with the support of our Learning Partner, staff will learn how to complete a Fountas and Pinnell running record and how to interpret the results

Staff will become familiar with the LLI strategies and plan and implement lessons based on the suggestions provided in the kit.

Staff will complete assessments on all marker students (as a team) to ensure consistency of practice, gain confidence in the use of the Fountas and Pinnell assessment tools and the LLI kits.

Staff will work out scheduling issues to determine how to provide support to the identified students on a regular basis given the constraints of a semestered system and a high school timetable.

---

**ACT – DUE: October 12, 2018**

Staff have identified focus students based on data and began the process of completing assessments on them.
Staff are working in teams to ensure consistency and to gain confidence in the use of the F&P kits.

| | Teacher 1 | Teacher 2 | Teacher 3 |
|---|---|---|---|
| Student 1 | BD -O | SP - P | SB - O |
| Student 2 | OM - O | AL -NA | DB - P |
| Student 3 | SL - P | HD-P | |
| Student 4 | BT -NA | | |

---

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

Where are we:
   Staff have learned how to complete a running record and have worked in teams to collaborate and establish best practices.
   Reading groups have started and staff are using the strategies in the LLI kits to begin moving students forward.

Action Items Before Next Time:
1. Elmo and Rory will finish assessments
2. Chrystal and Jen will complete the Word Features Tests for their focus students and determine what their main needs are for instruction (3-5).
3. Jen & Janice will continue on with the LLI kit with their groups and Rory will start once the members have been determined.
4. We will think about what skills or learning we still need to plan for our next meeting (word sorts, other assessment tools, knowledge of the LLI kit etc.)

---

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

Reading levels of all focus students improved although progress slowed through December and January due to interruptions to the school day (exams, snow days).

Staff reported significant professional growth gaining comfort completing running records and then using the LLI kits to structure lessons for reading improvement.

Scheduling of high school students for reading support given the rotating timetable continues to be a challenge.

Continued experience with the use of the LLI kits was identified as a key next step for staff and students.

---

*2nd CYCLE OF INQUIRY*

*Theory of Action: Due February 15, 2019*

*If we create engaging learning experiences through a focus on* Choose a learning experience focus *and improve assessment and feedback practices through a focus on* Choose an assessment loop focus *then student engagement and achievement will improve as measured by monitoring our focus students.*

| Success criteria for engaging learning experiences: | Success Criteria for Choose an item. |
|---|---|

**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'

*If we create engaging learning experiences through a focus on* Choose a learning experience focus *and improve assessment and feedback practices through a focus on* Choose an assessment loop focus *then student engagement and achievement will improve as measured by monitoring our focus students.*

| DATA: | PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019 | MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019 | POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019 |
|---|---|---|---|
| **Monitoring the IF:** Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback) <br><br> **Monitoring the THEN:** Based on the **co-constructed success criteria** for the pre, mid and post assessments of student learning (e.g success criteria for number fluency) SAMPLES: | | | |
|  | QUALITATIVE ANECDOTES – DUE: February 15, 2019 | QUALITATIVE ANECDOTES – DUE: April 12, 2019 | QUALITATIVE ANECDOTES – DUE: May 31, 2019 |

| PLAN – DUE: February 15, 2019 | ACT – DUE: February 15, 2019 | ASSESS – DUE: April 12, 2019 & May 31, 2019 | REFLECT – DUE: April 12, 2019 & May 31, 2019 |
|---|---|---|---|
| | | | |