

2019-20 Project Plan for Sun West SD Outcome: At Grade Level Reading, Writing and Math

<p>TITLE: AT GRADE LEVEL READING, WRITING AND MATH Which sector outcome does this project plan support? By June 2020 80% of students participating in the provincial assessment will be at or above grade level in reading, writing and math. Last Updated: December 10, 2019</p>	<p>Primary Owners: Shari Martin, Vanessa Lewis, Melissa Lander, Kelli Boklaschuk</p> <p style="text-align: right;">Secondary Owner: Principals</p> <p style="text-align: right;">Other Team Members: Cathy Morrow, Kim Fick, Jill Long, Shirley Jones</p>
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<p>1. Problem Statement (Current state and the reason for action.) [Explain what and how big the problem is and why strategic action is required to address it.]</p>	<p>4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) [More detail can be included in the Detailed Implementation Plan.]</p>
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<p>Provincially, there is a goal for 80% of students to achieve at or above grade level in math, reading and writing. Sun West as a division is already close to this target according to evidence collected from several different assessments currently used to monitor student reading levels and progress. Having more than one type of assessment and using teacher data helps provide evidence of learning and different snapshots of student growth. Sun West continues to work to create a detailed picture of student progress and growth to assist teachers in supporting learning needs and addressing student learning gaps through PeBL, Personalized electronically Blended Learning, a personalized learning philosophy of instruction.</p> <ol style="list-style-type: none"> 1. Reading: Schools have been using the Developmental Reading Assessment (DRA) to track student reading achievement for grades 1-5 students. In 2017-18, 73.2% of grade three students were reading at or above grade level. Sun West students are at the same level of achievement as their provincial counterparts. This was less than 2016-17, when 78.7% of students in grade 3 were reading at or above grade level. 2. Writing: 2017-18 was the first year that the province used writing rubrics and results showed that Sun West was performing at or slightly above provincial levels with 66% of grade 4 students 68.9% of grade 7 students and 70.3% of grade 9 students scoring at or above grade level. 3. Math: Baseline 2018-19 results collected June 2019 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Actions</th> <th style="width: 20%;">Deliverables</th> <th style="width: 15%;">Lead(s)</th> <th style="width: 10%;">Start Date</th> <th style="width: 10%;">Completion Date</th> <th style="width: 15%;">Resources Required (Human and Financial)</th> <th style="width: 15%;">Risk/Mitigation</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Implement MySchoolSask for use in Sun West Schools</td> <td>Creation of Division plan for MySchoolSask implementation</td> <td rowspan="4">Shari Martin, Vanessa Lewis, Sondra Potratz, Linda Klassen, James Lowe; Sun West MySchoolSask Division Advisory team; School Level MySchoolSask Leads</td> <td>January 2019</td> <td>Fall 2019</td> <td rowspan="4">Time to work with administrators and teachers Teacher Training on data collection and on new gradebook updates School division staff to enter data and prepare reports</td> <td rowspan="4">School division and school based staff resource capacity Perception of change and technology. 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2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) [Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]

<p>Currently Sun West students and teachers are doing well with regard to scores on tests and current practices, strategies and tools have been compiled and housed in subject wikis and incorporated into teacher professional learning sessions to ensure consistency across the division with regard to the strategies being used for tier 1, 2 and 3 students. Teachers are also working to address gaps in student learning through blended and personalized learning. Like any shift in practice, the transition from a teacher controlled instructional approach to that a learning environment that involves students to have a choice in time, place, path, and/or pace will require a shift in philosophy, professional learning opportunities, models and time to experiment.</p>	<table border="1"> <thead> <tr> <th data-bbox="1059 185 1351 292">Actions</th> <th data-bbox="1351 185 1765 292">Deliverables</th> <th data-bbox="1765 185 1982 292">Lead</th> <th data-bbox="1982 185 2178 292">Start Date</th> <th data-bbox="2178 185 2411 292">Completion Date</th> <th data-bbox="2411 185 2654 292">Resources Required (Human/Financial)</th> <th data-bbox="2654 185 2930 292">Risk/Mitigation</th> </tr> </thead> <tbody> <tr> <td data-bbox="1059 292 1351 661">Math: Promote best practices in math instruction and use of provincial rubrics, instructional resources and assessment tools</td> <td data-bbox="1351 292 1765 661">Scope and sequence document Provincial rubrics for grades 1-9 Data collected by Ministry grades 2,5,8 Resource Bank – Outcome Based Math Group Moodle for grades 2, 5, 8 Math assessment and instruction Math Talks Professional Learning</td> <td data-bbox="1765 292 1982 661">Learning Consultants PeBL Mentors</td> <td data-bbox="1982 292 2178 661">September 2018</td> <td data-bbox="2178 292 2411 661">Ongoing</td> <td data-bbox="2411 292 2654 661">Teacher Training, PD Sessions, Coaching</td> <td data-bbox="2654 292 2930 661">Training to use resources</td> </tr> <tr> <td data-bbox="1059 661 1351 989">Reading: Promote best practices regarding instruction, assessment and data in classrooms as per Sask Reads and Sask Reads for Administrators resources.</td> <td data-bbox="1351 661 1765 989">Sask Reads shared with all ELA teachers and all administrators Data collected by Ministry grades 1-3 Data collected by division grades 7 and 10 Resource bank – Reading group Focus on K-12 Realignment plans</td> <td data-bbox="1765 661 1982 989">Learning Consultants PeBL Mentors</td> <td data-bbox="1982 661 2178 989">Ongoing</td> <td data-bbox="2178 661 2411 989">Ongoing</td> <td data-bbox="2411 661 2654 989">Teacher Training, PD Sessions, Coaching</td> <td data-bbox="2654 661 2930 989">Training to use resources</td> </tr> <tr> <td data-bbox="1059 989 1351 1312">Writing: promote best practices in writing instruction and use of provincial writing continuum and provincial rubrics</td> <td data-bbox="1351 989 1765 1312">Writing Continuum for Grades 1-12 Data collected by Ministry grades 4,7,9 Moodle for grades 4, 7, 9 writing assessment and instruction Resource Bank- Writing group Focus on K-12 Realignment plans</td> <td data-bbox="1765 989 1982 1312">Shari Martin Learning consultants PeBL Mentors</td> <td data-bbox="1982 989 2178 1312">September 2017</td> <td data-bbox="2178 989 2411 1312">Ongoing Data collection every June</td> <td data-bbox="2411 989 2654 1312">Teacher Training, PD Sessions, Coaching</td> <td data-bbox="2654 989 2930 1312">Training to use resources</td> </tr> </tbody> </table>	Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human/Financial)	Risk/Mitigation	Math: Promote best practices in math instruction and use of provincial rubrics, instructional resources and assessment tools	Scope and sequence document Provincial rubrics for grades 1-9 Data collected by Ministry grades 2,5,8 Resource Bank – Outcome Based Math Group Moodle for grades 2, 5, 8 Math assessment and instruction Math Talks Professional Learning	Learning Consultants PeBL Mentors	September 2018	Ongoing	Teacher Training, PD Sessions, Coaching	Training to use resources	Reading: Promote best practices regarding instruction, assessment and data in classrooms as per Sask Reads and Sask Reads for Administrators resources.	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Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i></p> <p>Teachers will develop a consistent approach/alignment plan to teaching reading, math and writing within Sun West School Division, learning and adopting best practices. Parents will develop a greater understanding of processes used to support learning and will partner with schools to improve student outcomes and learning. Students will continue to be successful and to achieve high levels of learning. Even though students are progressing at or above provincial targets, there is always room for improvement and ensuring the needs of all students are being met. The introduction of PeBL into schools will increase student engagement and their level of ownership in their learning as they are more involved and have a say in determining the time, place, path, and/or pace of their education. Specific Improvement Targets: 1. By June 2020, at least 80% of students will be at or above grade level in reading, writing and math.</p>	<p>5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i></p> <p>Process Metrics Reading Reading achievement will continue to be reviewed annually for grades 1-5 at beginning, middle and end of the school year. Grades 1- 3 reading achievement will be collected by the Ministry every June. Sun West Reading assessment for grades 7-10 before, during and after reading outcomes Math Baseline grade level learning outcomes collected by the province in June 2019 with Growth to be assessed every year with and related metrics collected every June Writing Grade level learning outcomes to be assessed and related metrics are to be collected every June.</p>	<p>6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i></p> <p>Teachers – resource bank, instructional, assessment, and intervention practices on Moodle Principals – instructional leadership for the school; leading PD for staff; liaising with parents and community, Resource bank and Moodle modules Boards of Education and SCC's – opportunity to education/message, involve communities and provide parental information Parents – student led conferences, open houses, annual meetings, resource bank, articles</p>
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