

2019-2020 Implement a Refined Set of High Impact Reading, Assessment, Instruction and Intervention Strategies Rossignol Elementary

TITLE: High Impact Reading

Which hoshin does this project plan support?

By June 2020, 80% of students will be at grade level or above in reading (1-3).
Implement a Refined Set of Provincial High Impact Reading, Assessment, Instruction Strategies (Saskatchewan Reads)

Date of Original Draft: May 28, 2014

Date Last Updated: Jan 22, 2018

Primary Owner: Sharon Hoffman

Lead Unit/Branch: Brenda Green

Team Lead(s): Michelle Favel , Susan Brown

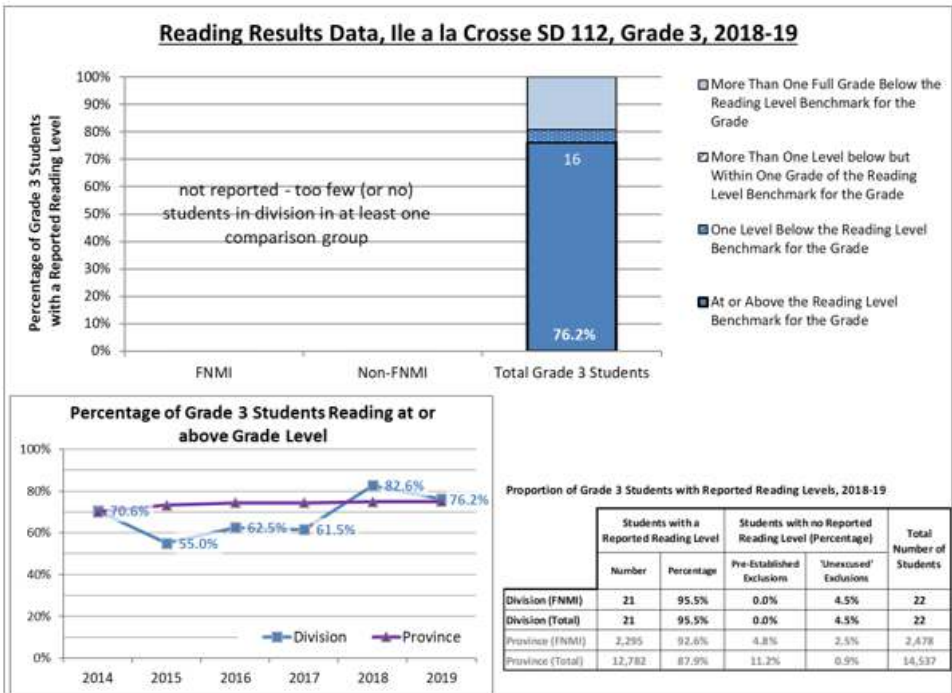
Secondary Owner: Krissy Bouvier- Lemaigre

Expert Advisor:

Other Team Members: Karen Bouvier, Marina McLean, Melissa Dubrule, Delores Kent, Bill Brown, Kaylee Kerr, Pat Jongerius, Suzanne Ratt, Doris Favel, Kristina Lambert

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.]

- Only 78%(2013) and 70%(2014) of eligible grade 3 students are reading at grade level (provincially)
 - Research such as “EARLY WARNING! Why reading by the end of grade 3 matters. Annie E. Casey Foundation 2010” indicates that there is a very high correlation between grade 3 reading rates and graduation



2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?)

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.]

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk /Mitigation
Consult with stakeholders on draft plan	Summary document	Sharon Hoffman	2015	ongoing	SCC	Capacity of SCC
Refine implementation of Levelled Literacy Intervention System(LLI) -Staff member continue deliver this intervention (Grades 1 to 3) -Implement benchmarking school wide (4 to 6) at in class level - Plan intervention for Grades 4 to 6	1. Resources available at school 2. Staff member 3. K start beginning lessons in Jan for those ready 4. Headsprout	Susan Brown	2014	ongoing	1 FTE \$10 000	
Develop primary reading literacy team by Sept 2014	Action Plan	Michelle Favel Susan Brown Add Early Years Rep	2014		Time	Deliverable as a team
Student services teacher support literacy programs	1. deliver intense intervention to students lower than the LLI threshold Read Live Roadways David Fitzpatrick Phoneme Awareness Strategies	Kristina Lambert	Sept 2014	ongoing	\$3000	Funding
Saskatchewan Reads	Attend workshops Develop school plan For a Administrators	Michelle Favel Susan Brown Sharon Hoffman (Add early years person when possible)	2014	ongoing	Travel expenses	
Educational Assistant support during ELA	1. Schedule 2. Literacy tool kit made by Mrs Brown 3. Teacher/A feedback cycle is critical	Sharon Hoffman	2014	ongoing		
Response to EYE	1. Use of OT and SLP 2. Blitz (joyful Literacy)	team	2015	ongoing		Follow through

<ul style="list-style-type: none">• 30% of students struggle in reading grades 1 through 3(CIAF reports)• Previously no intervention strategy for reading instruction• Inconsistencies in reading instruction• Previous lack of use of differentiated instruction and balanced literacy• Lack of literacy in community• Lack of reading materials in homes Barriers <ul style="list-style-type: none">• Low and inconsistent student attendance• Lack of student engagement• Targeted Professional development• Student readiness to learn• Need for effective coaching model (outside school or school-based) or can peer mentors fill same role• Parent engagement• Parent buy in to take home reading	Increase family involvement	1. Literacy Carnival 2. Take Home Reading 3. Family Literacy Day 4. Summer Lit Camps 5. Summer Reading Bags 6. Focus on PK-k 7. How to read with your child 8. Why reading to your child is important 9. Elder consultation 2 nd free literacy carnival at end of year for students to take home books for summer 10. Reading time through CRP 11. Book exchange	Team	In-progress	ongoing	School Budget Division Budget Early Learning Committee	Funding
	Increase student literacy	1. Scholastic Reading 2. K screens 3. Animated Literacy 4. Reading buddies 5. raz-kids.com k-6 6. guided reading – start as soon as kids are ready 7. Increase participation in PNLS reading contest 8. non-fiction collection 9. After school reading club- schedule all staff 10. PWIM in Daily 5 12. add moving, thinking, feeling to instruction	Team	In-progress	Ongoing	School budget Division budget Library budget	
	Update of Main resource	Purchase of F & P Classroom Student Training of Staff	Sharon Hoffman	2018	ongoing	\$100 000	
	Balanced Literacy Approach in all rooms	1. PD(DVD, on line, in person) 2. Daily 5 & Cafe 3. Continuum of Literacy 4. Words their way or Fountas and Pinnell Word Study 5. Tier I instruction needs to be focused on grade level expectations and then differentiation	Sharon Hoffman	2014	ongoing	Materials School Budget Division Budget	
	Continual Job embedded PD in best practices	1. Reading Strategies- Jennifer Saravello to all teachers and EAs 2. Heinemann online professional development 3. Café Strategies 4. Daily 5 5. Continuum of Levelled Literacy	Sharon Hoffman	2017		\$2000 per year	
3. Future State (How will the situation will be different because of the actions taken to improve it?)	5. Metrics (How will you know a change has been an improvement?)		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?)				

<ul style="list-style-type: none">• 100% of eligible students in Grade 1 to 3 will be assessed using appropriate reading assessments(complete)• Reading Strategy Handbook will be implemented (Saskatchewan Reads)• Creation of primary reading team• Creation of teacher training program in Saskatchewan Reads to imbed Saskatchewan reads into all primary grades• Full implementation of balanced literacy• Strong reading supports (RTI)• Well trained teachers and EAs• Consistent continuum of literacy instruction for K to 6	<ul style="list-style-type: none">○ School division plan for teacher training in reading strategies.○ LLI levels to provincial metrics	<ul style="list-style-type: none">○ Students will achieve grade 3 reading targets by comprehending and reading with accuracy ,their grade level material○ All data and ways to support student reading will be shared with parents student led conferences)○ All students will set reading goals○ SCCs will develop goals to involve community in supporting reading
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