



Canadian Martyrs Catholic Elementary School

PILLAR

HWCDSEB GOAL STATEMENT

		<p>HWCDSEB GOAL STATEMENT: The staff of the HWCDSEB will work to improve all students' achievement in literacy by using varied research-based instructional and assessment practices that respond to student learning needs and interests. The focus will be on the assessment continuum, differentiation of instruction, and inquiry-based learning.</p>
<p>Data</p>		
<p>DATA ANALYZED (Click below to add all data sources analyzed)</p>	<p>► Classroom Environment (eg. use of anchor charts, exemplars) ► Diagnostic data ► Evidence from Student Work ► Formal and informal assessments (running records, PM, DRA, QA, CASI) e.g. Psycho educational assessment, Brigance, WJ-III, HELP, FISH ► IEPs, Transition Plans and STEP Assessments ► Literacy Marks/Learning Skills ► Observations of descriptive feedback through classroom visits ► Qualitative Data (observations - classroom visits) ► Reader and Writer notebooks ► Report card data ► Report card marks for IEP/ESL ► Student Portfolios ► Student products in media and technology ► Student profiles and checklists ► Student Work Samples ► Teacher feedback/dialogue; changes in practice from Collaborative Inquiry sessions ► Teacher moderation of formal and informal assessment pieces at Divisional/Dept. meetings ► Teacher observations, Teacher/Student Feedback ► Tracking evidence of feedback to students ► Variety of</p>	
<p>DATA FINDINGS (From all data analyzed, which data will we highlight for improvement?)</p>	<p>-Results from EQAO 3 year trend, diagnostic testing (quick assessment, casl, DRA PM benchmarks (June & September), Student Interest Language Survey, Skopus Term 1 & 2 Reports, Triangulation of data -40 out of 199 students were achieving below level 3 in reading from Term 2 report card -EQAO - 20% of students did not meet the standard in grade 3 & 6 in the reading strand (June 2014) - EQAO June 2015: 71% of Gr 3 students were at/above Provincial standard, while 85% of Gr 6 students were at/above the Provincial standard School interest survey: "I like when my teacher reads aloud in class" 86% agreed with this.</p>	
<p>Focus/Goals/Targeted Actions/Evidence</p>		
<p>BIPSA FOCUS:</p>	<p>2. Differentiation of instruction</p>	
<p>Focus: (Urgent Student Learning Need)</p>	<p>Incorporating differentiated instruction to promote comprehension through the use of reading strategies across the curriculum</p>	
<p>GOAL STATEMENT:</p>	<p>The staff of Canadian Martyrs CES, through differentiated instruction, will work to foster the acquisition, and understanding of reading strategies to improve proficiency across the curriculum.</p>	
<p>BIPSA Targeted Action:</p>	<p>2.2 a) Use student profile data to design lessons/instruction based on students' interests, learning preferences, strengths, background knowledge in order to engage the learner and meet his/her needs. 2.2 b) Implement the gradual release of responsibility to ensure mastery of curriculum expectations and/ or expectations of the IEP and ELL accommodations and/or modifications. 2.2 e) Provide interventions to support all students' learning towards the achievement of learning goals based on the curriculum expectations and/or the IEP and/or ELL modifications, consider Tiered Intervention: Tier 1 - Universal programming for all students - Tier 2 - Selected interventions for some students - Tier 3 - Targeted interventions for few students</p>	
<p>Targeted Actions: If... then... statements</p>	<p>If teachers differentiate instruction in reading strategies, then students will demonstrate independent practice to increase reading proficiency, engagement, and enjoyment: -Guided reading -reading responses -Shared reading -Open ended questioning/prompting -Read alouds -Student interest reading selections</p>	
<p>How will we know when we have achieved this goal? What evidence will we need to collect?</p>	<p>-Reading diagnostics -Engagement survey from EQAO -Student Interest language survey results -Triangulation of data -Skopus/Report Cards Term 1 & 2 -EQAO Achievement results</p>	

<p>What support &/or resources do we need to be successful at implementation?</p> 	<p>Other resources school will use:</p> <ul style="list-style-type: none"> -Teacher librarian -Reading Recovery Teacher -Sister Rosanne (volunteer retired teacher) -www.edugains.ca -www.LearnTeachLead.ca -www.eqao.com - "Strategies for Teachers" 	<p>Curriculum Department Support</p> <p>➤ LITERACY CONSULTANT</p>
<p>Catholic School Effectiveness Framework</p>		
<p>Which CSEF Focus Indicators will we have achieved?</p> 	<p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria. 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning. 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths needs, learning preferences and cultural perspectives. 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	
<p>Month</p>	<p>Incremental Strategy</p>	<p>Results Obtained</p>
<p>September</p>	<ul style="list-style-type: none"> -Collecting and analyzing data from diagnostics, reading levels -TLCP Reading Focus: Connections: self, text, world 	<ul style="list-style-type: none"> -Analysis and sharing of results in order to plan moving forward -Students ability to comprehend and apply reading strategy
<p>October</p>	<ul style="list-style-type: none"> -Survey regarding student interest and engagement in reading -TLCP Reading Focus: Point of View (visualizing) *Incorporate opportunities for cross curricular read alouds 	<ul style="list-style-type: none"> Analysis and sharing of results (PM benchmark, Casi, DRA), driving instruction and forming reading groups - Reading recovery results
<p>November</p>	<ul style="list-style-type: none"> -TLCP Reading Focus: Point of view (visualizing)/Summarizing * 	<ul style="list-style-type: none"> -Students ability to comprehend and apply reading strategy through pre/post assessments
<p>December</p>	<ul style="list-style-type: none"> - TLCP Summarizing * 	<ul style="list-style-type: none"> - Students ability to comprehend and apply reading strategy through pre/post assessments
<p>January</p>	<ul style="list-style-type: none"> -TLCP Reading Focus: Inferring 	<ul style="list-style-type: none"> -Students ability to comprehend and apply reading strategy through pre/post assessments
<p>February</p>	<ul style="list-style-type: none"> - TLCP Reading Focus: Inferring/Questioning * 	<ul style="list-style-type: none"> -Students ability to comprehend and apply reading strategy through pre/post assessments
<p>March</p>	<ul style="list-style-type: none"> -TLCP Reading Focus: Questioning (3 types) * 	<ul style="list-style-type: none"> -Students ability to comprehend and apply reading strategy through pre/post assessments
<p>April</p>	<ul style="list-style-type: none"> -TLCP Reading Focus: Evaluation & Synthesis * 	<ul style="list-style-type: none"> -Students ability to comprehend and apply reading strategy through pre/post assessments
<p>May</p>		
<p>June</p>		