

2017-20 Outcome Plan: Reading, Writing and Mathematics



Christ the Teacher Catholic Schools
 As a Christ-Centred learning community, we...
 Engage and challenge all learners,
 Model and form character,
 Know Christ and make Him known.

Date of Original Draft: December 01, 2014
Date Last Updated: August 28, 2018

Outcome: By June 30, 2020 80% of students will be at or above grade level in reading, writing and math.

Primary Owner: Shannon Hahn

Other Team Members: TBD Fall 2018

1. Current State

2017-18 Early Years Evaluation (EYE) data indicates that 58% of Kindergarten students enter school not ready to learn. Further analysis reveals that 35% of students experience difficulty with Social Skills and Approaches to Learning; 44% experience difficulty with Cognitive Skills; and, 33% experience difficulty with Language and Communication.

June 2018 Reading Data

Grade	Percentage of Students Reading At or Above Grade-Level
Grade 1	92.4%
Grade 2	87.6%
Grade 3	83.1%
Grade 4	92.4%
Grade 5	77.6%

June 2018 Writing Data

Grade	Percentage of Students Writing At or Above Grade-Level
Grade 4	74%
Grade 7	68.2%
Grade 9	73.5%

2. Root Cause Analysis of Current State

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?)

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk / Mitigation
Ensure accurate collection of reading assessment data, prioritizing Grades 1-5 teachers, and teachers new to CTTCS (a).	Accurate data collected to determine appropriate support and/or intervention plans.	Supervisor	September 2013	ongoing	Learning Achievement Coaches (LAC) provide individual support.	Future budgetary constraints, impacting the sustainability of staff to support this action.
Implement the refined reading assessment and intervention pathway to ensure student data is analyzed to provide responsive instruction and intervention (a).	Reading Assessment and Intervention Pathway	Supervisor	February 2014	ongoing	Speech & Language Pathologist and Assistants LACs SSSTs	Future budgetary constraints, impacting the sustainability of staff to support this action. Actualization of the refined assessment and intervention pathway.
Implement the reading approaches identified in <i>Saskatchewan Reads</i> (a).	Implementation Plan	Supervisor	September 2014	June 2019	Professional Learning	Evaluation of the implementation of <i>Saskatchewan Reads</i> approaches.
Develop and implement a plan to support teachers in mathematics	Mathematics Assessment and Instruction Plan	Supervisor	September 2017	June 2019	Professional Learning	Availability of financial resources to participate in

<p>a. Our division has implemented research-based practices in instruction, assessment and intervention in reading since 2007. We recognize that teachers need ongoing support to ensure that the instruction meets the ever-changing needs of the students and that the assessment and intervention is done with fidelity to meet these needs.</p> <p>b. Our division has supported the assessment of students through the use of First Steps in Mathematics, the creation of the CTT Writing Assessment and criteria development for all curricular areas. We recognize that teachers need continued opportunities to reflect on these processes, to meet to score and analyze assessments and to create tools that are useful in the classroom.</p>	instruction and assessment (b).	<p>Create a Division Math Lead Team</p> <p>Develop a Division Math Assessment on all strands</p> <p>Support school-level analysis of Math assessment results to create plans to meet the needs of all students.</p>					professional learning opportunities.
	Build capacity in teachers to assess and instruct writing product and process (b).	Grades 4, 7 and 9 Assessment and Scoring	Supervisor	September 2017	Ongoing	Professional Learning	Availability of financial resources to participate in professional learning opportunities.
	Review and refine the Division's Professional Growth Plan	Aligned measures with Division Strategic Plan and staff assignment.	Supervisor	2018-19			

3. Future State (How will the situation 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?)
--	---	---

<p>Students will be more successful and achieve higher levels of learning in reading, writing and math. Teachers will be supported in having a common understanding of grade level achievement and be provided with instructional approaches, assessment tools and intervention strategies.</p> <p>By June 2020, 90% of grades one to four students will be reading at or above grade level.</p> <p>By June 2019, 80% of students will be at or above grade level in writing.</p> <p>By June 2019, 80% of students will be at or above grade level in math.</p>	<p>Reading achievement data will be captured at least three times a year and submitted to the Division Office according to the following schedule:</p> <ul style="list-style-type: none"> • First submission: Grades 2-5 English and Grades 3-5 French Immersion data by end of November. • Second submission: Grade 1 English and Grade 2 French Immersion data by the end of January. • Third Submission: Grades 2-5 English and Grades 2-5 French Immersion by mid-March. • Fourth Submission: Grade 1 English by the end of April. • Fifth Submission: Grades 1-5 English and Grades 2-5 French Immersion data by the end of June. <p>Teachers requiring supports in reading instruction, assessment and intervention have been identified and supported.</p> <p>The approaches identified in the Saskatchewan Reads plan have been implemented in: grades 1-9 by June 2018 and in grades 10-12 by June 2019, with on-going data collection and support.</p>	<p>Board of Education – approves and provides resources to support plan</p> <p>Teachers – use effective instructional, assessment and intervention practices</p> <p>School Administrators – instructional leaders for the school</p> <p>School Community Councils – create and implement an aligned plan</p> <p>Parents – student-led conferences</p>
---	---	---