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| **Goal: To improve student achievement in all aspects of reading comprehension.** | | | | | | | |
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| **Strategies** | **Professional Learning to Support Goal and Strategies:** | | | | | | |
| ***What* will we learn?** | | ***Who* will learn this?** | | ***When* will we learn this?** | | ***How* will we go about the learning?** |
| 1.  Teachers will use all elements of reading of workshop regularly with an emphasis on effectively conferring with individual students and/or small groups. | 1a) How to establish and scaffold explicit routines and structures for reading workshop to increase students independent work time. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on all elements of reading workshop: mini-lesson, independent reading, guided reading/writing, share, and conferencing.)  Resources:  **HRSB Comprehension document**  Fountas and Pinnell Guided Reading and Writing  **Fountas and Pinnell Prompting Guide** |
| 1b) What kinds of questions/prompts to use when conferencing with students in relation to the “I Can” statement. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on guided reading/writing, share, and conferencing.)  Resources:  **HRSB Comprehension document**  Fountas and Pinnell Guided Reading and Writing  **Fountas and Pinnell Prompting Guide** |
| 1c) How to document/record reading conferences and use them to make instructional decisions for individual students and small groups. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on documenting evidence of learning and planning next steps.)  Resources  **Common PLC template**  Fountas and Pinnell assessment kit 1,2  **Fountas and Pinnell Guided Reading and Writing** |
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| 2.  Teachers will use culturally relevant instruction which incorporates students’ prior knowledge, cultural backgrounds and interests into reading workshop lessons. | 2a) Develop a common understanding of culturally relevant teaching. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on a culturally relevant approach to reading workshop lessons, belief systems, learning styles and assessment. |
| 2b) Develop a common understanding of the cultural community of our students. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, staff meetings, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on a relationship building and developing cultural understandings.) |
| 2c) Develop an understanding of how to create relationships and have social-emotional connections with students in order to create and inclusive learning environment | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on a culturally relevant approach to reading workshop lessons, belief systems, learning styles and assessment.) |
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| 3.  Teachers will use formative assessment by providing students with clear learning targets/goals for every reading workshop lesson (I can…” statements) that students understand and can clearly articulate. | 3a) How to translate reading outcomes into “I can…” statements in student friendly language. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on providing students with clear learning targets/ goals for every reading workshop lesson (I can…”statements). |
| 3b) How to plan and implement effective reading workshop mini-lessons that include “I can..” statements. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on planning with clear learning targets/ goals for every reading workshop lesson (I can…”statements) based on outcomes and student assessment data.) |
| 3c) How to link a share component of reading workshop to the learning target. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on providing students with clear learning targets/ goals for every reading workshop lesson (I can…”statements).) |
| 4.  Teachers will use ongoing classroom assessment to identify students not meeting reading learning targets, plan and implement instructional strategies in response to this data and reflect on the effectiveness of these interventions. | 4a) Develop a common understanding of the reading outcomes within and across grade levels. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, and work with coaches. (Focused on identifying essential outcomes and creating common classroom assessments.) |
|  | 4b) Develop a common understanding of how to teach and assess reading, including fluency and thinking beyond the text (including analysis of running records). | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on reading assessment and analysis of running records and comprehension data.) |
|  | 4c) How to systematically monitor the reading development of individual students. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on creating common classroom assessments to identify students not meeting learning targets and how to plan/implement in response to this data.) |
|  | 4d) How to plan and implement interventions to scaffold students’ reading development. | | All classroom, learning center and resource teachers. | | Bi-weekly staff meeting/PD and  weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on creating common classroom assessments to identify students not meeting learning targets and how to plan/implement in response to this data.) |
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| **Data Collection to Monitor Change and Inform Practice:** | | | | | | | |
| **What will we collect?** | | **Who will collect?** | | **When will we do this?** | | **How will we use it?** | |
| Common assessment rubric | | All classroom, learning center and resource teachers. | | Daily in class and submitted to the administration three times a year. | | Formative assessment will be lead to summative assessment at end of year. | |
| Running Records | | All classroom, learning center and resource teachers. | | Daily in class and submitted to the administration three times a year. | | Formative assessment will be lead to summative assessment at end of year. | |
| PLC notes | | All classroom, learning center and resource teachers. | | Bi-Weekly | | Notes will be used to inform formative assessment practices and provide administration with information so they may support PLCs. | |
| Administrator’s Walkthrough and class observation notes. | | Administration | | Daily | | Observation notes will be used to guide conversations with teachers. | |
| Grade 3 Reading/Writing Provincial Assessment | | EECD | | September 2016  September 2017 | | Staff PLC to discuss trends and identify specific students’ strengths and challenges to determine next steps for instruction and intervention. | |
| Grade 6 Reading/Writing  Provincial Assessment | | EECD | | September 2016  September 2017 | | Staff PLC to discuss trends and identify specific students’ strengths and challenges to determine next steps for instruction and intervention. | |
| Getting to Great Survey | | HRSB | | April 2016  April 2017 | | Results will be used to inform us on student and parent attitudes toward literacy instruction and learning. Results will inform teachers’ next steps in instruction and support/PD needed. | |