

2018-19 Project Plan Reading, Writing and Math at Grade Level

<p>TITLE: Which organization hoshin, sector hoshin or sector outcome does this project plan support? By June 30, 2020 80% of students will be at or above grade level in reading, writing and math.</p> <p>Date of Original Draft: March 10, 2015 Date Last Updated: April 16, 2018</p>	<p>Primary Owner: Aaron Oakes Lead Unit/Branch: Team Lead(s):</p>	<p>Secondary Owner: Expert Advisor: Other Team Members:</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.]* **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.]*

Problem: Performance information indicates that many Saskatchewan students are not achieving to desired levels. Student academic success is a challenging priority. Part of the challenge is that as a province, we do not have a clear articulation of what it means to be at grade level. Defining at grade level also becomes increasingly complex as students reach high school and choose different pathways. Strategic and collective action is necessary so that our human and fiscal resources are focused on actions that will ensure Saskatchewan students achieve at high levels and have an excellent likelihood of future success.

Evidence of the magnitude of the problem:

1. Early Years:
The 2015-16 provincial baseline EYE data collection indicates that approximately 1 in 5 SK children (20%) entering grade 1 from provincial Kindergarten programs may experience challenges reading at grade level by the end of Grade 3.

2. Reading:
The June 2016 reading data indicates that 74% of reported Grade 3 students are reading at or above grade level. Performance of 15-year-old Saskatchewan students on the Programme for International Student Assessment (PISA 2015) indicates Saskatchewan students perform significantly below the national average and Saskatchewan ranked last among the provinces in reading performance. In the Pan-Canadian Assessment Program (PCAP 2015), Saskatchewan Grade 8 students scored significantly lower than the national average and rank eighth among the provinces.

3. Math:
PISA 2015 indicates that Saskatchewan math performance is significantly below the national average and Saskatchewan ranked last amongst the provinces in math performance. In PCAP 2013, Saskatchewan Grade 8 students scored significantly lower than the national average and rank sixth among the provinces.

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?]*

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Update Division Literacy Team action plan	Carry out actions from Literacy Team Action Plan. (refer to supplemental detailed plan). RTI at school level will focus on Best Practice reading and writing strategies Evaluate progress	Jen Dorval	Sept. 2018	Ongoing	PD opportunities, meeting time, expenses (travel, etc)	
Individualized reading programs Gr. 4-12 for at-risk students	Discussion between Principal and Superintendent to update on progress at midterm meeting. Submit numbers of students who start an IRP as well as number who complete by end of June to Aaron. Transition of IRPs from one grade to the next.	Principal	Sept. 2018	Ongoing Report due in June 2019	Fountas & Pinnell, Aimsweb, Core5 & Cogmed, Division reading team, Learning coaches. Transition planning time, as needed.	
Data collection and submission	F&P 1-3, Division provided Math Screens, provincial writing rubric, provincial math rubric	Aaron Oakes, Matthew Grupp, Principal	Fall 2018	June 2019	Assessment tools, F&P sub costs	

Northwest School Division No. 203

<p>A. Curriculum, Instruction and Assessment are currently regarded by many as discrete processes instead of interdependent components in the learning process.</p> <p>B. Currently school divisions and the ministry have multiple pieces of information regarding student achievement, student programming and demographics. It is difficult to pull all pieces of information from varied sources in order to create a timely comprehensive picture that will inform teaching and learning.</p> <p>C. Currently the sector does not utilize a consistent model for instructional supports or assessment in reading, writing, and math.</p> <p>D. Significant professional development and coaching is needed to ensure all teachers are prepared in reading, writing, and math instruction and assessment.</p>		Ongoing data collections, packaging, analysis and supports for schools (math web connections project)					
	Summer reading program	Investigate current partnerships, models and locations. Share with principals. Expand to additional schools.	Aaron Oakes, Division literacy team	October 2018	March 2019	Division literacy team, learning coaches, school administrators	
	Establish division Math Team action plan	Carry out actions from Math Team Action Plan. (refer to supplemental detailed plan). RTI at school level will focus on Best Practice math strategies Evaluate progress	Jen Dorval, Amanda Miazga, Lindsay Loehndorf	Sept. 2018	June 2019	Eventually require PD opportunities, meeting time, expenses (travel, etc)	
<p>3. 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>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>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>Reading at grade level by end of grade 3:</p> <p>2016/17: 75% Actual: 81%</p> <p>2017/18: 77%</p> <p>2018/19: 80%</p> <p>2019/20: 82%</p>		<p>Gr. 1-3 reading data Fountas & Pinnell assessment, collected three times per year (submitted to Ministry), Math screens (collection times TBD), writing rubric (end of year), math rubric (end of year). Track number of students who achieved at-grade level in reading by end of school year (improved from at-risk at beginning of year to at grade level).</p>					