SWEET'S CORNERS ELEMENTARY SCHOOL

SIPSAW – School Improvement Plan for Student Achievement and Wellness – Literacy

Goal:

All students, as measured by our focus students, will increase their sight word vocabulary and improve their decoding skills and strategies, which, together, will help improve their comprehension skills.

Plan:

Monitoring:

-create a monitoring plan with three columns (use the same template for educator and student learning):

[Name's] current state:	Goal	Action Plan
Where are we now?	What are we going to do to improve?	How are we going to accomplish this goal?

Teachers reflected that this monitoring plan will be cyclical. After the action plan is completed, the current state is re-assessed to track progress and this collected data becomes the current state for the monitoring plan.

Data Sources/Resources: Teachers will measure sight word vocabulary (Dolch Word List), decoding skills and strategies (PM Benchmark/Fountas and Pinnell – MSV data analysis, Sound Skills Screener), and comprehension (PM Benchmark/Fountas and Pinnell).
This year, our team will focus on the primary students; specifically, Kindergarten – Gr.2.

Action Items:

Action 1:
Using the idea from the resource, "Knowing What Counts and Setting and Using Criteria", the literacy team worked together to co-construct success criteria based on this question: "What do you do when you read?" (This ended up being re-vamped because the students thought they were asking what the adults do when they read). The new question became: "What do you do when you are reading and you come to a word that you don't know?"

This action was created to help students monitor their own learning.

Action 2:
Record current state, goal, and action plan to help students improve their sight word vocabulary and decoding skills/strategies.

Action 3:
Begin to consciously think about ways to integrate the language curriculum with other areas of study, and how to make it more relevant, important and challenging for students.

Reflection/ Year in Review: Posted June 14, 2019

As we look at our data collection from start to finish, we are proud of the students' accomplishments and our targeted and specific interventions to help students increase their sight word vocabulary, improve their decoding and comprehension skills and strategies. All of our students improved in each of our measured areas. We had some wondering and insights as we reflected on the data:

We wondered how much of an impact it has on drive when there are students of equal ability to help push you to improve.
We asked ourselves how age impact one's comprehension. Sometimes content can be read, yet the connections to the story may be lost based on the content being outside the student's realm of experience.
We noticed that some students need a longer time to process the information. The capability is present and can be demonstrated when the students are given think/response time.
We marveled at how the plan to use the same activity structures in French and English helped the students acquire the vocabulary faster. The students didn't need to spend time trying to understand what to do. The mental energy was spent learning the content, rather than the structure of the activity.
We agreed that the environment is critical. Students learn better in a calm and organized atmosphere where the expectations are clear (success criteria/look fors).

In our final learning team meeting we created storyboards. The purpose of the activity was to give the teachers an opportunity to showcase their learning by depicting what they believe to be the "Ideal Literacy Outcomes" and the steps to get there. The ideal literacy outcomes, according to the team are: Strong comprehension, sight word development, reading at level, making the connection between reading and writing, ability to retell, sound skills development.
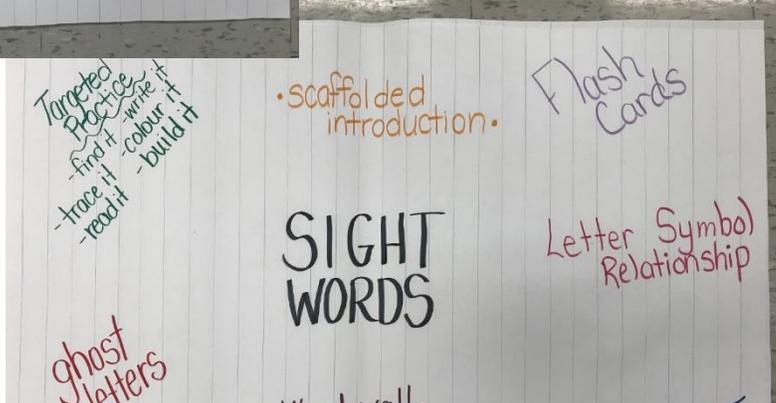
READING at LEVEL

Print rich environment

Building Cueing Systems
- Look Right
- Sound Right
- Make Sense

Guided Reading

Wide variety of text

time to read
· Flashlight Friday·
· Lecture à soi·

IDEAS FOR PARENTS

SOUND SKILLS

games

FRENCH vs ENGLISH

rhyming

songs♪

RETELL

Drawing

Favourite part

Main Idea

Multiple Choice and Written Responses