

2017-21 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: December 14, 2020

Outcome: By June 30, 2021 80% of students will be at or above grade level in reading, writing and math*.

*"Math" refers to number strand only

* Of note: Collection of Provincial Writing and Math Data has been paused for the 2020-2021 school year.

Primary Owner: Instruction & Learning Consultants

Other Team Members: TBD

1. Current State

2018-19 Early Years Evaluation (EYE) data indicated that 43% of Kindergarten students entered school not ready to learn.
2019-20 Early Years Evaluation (EYE) data indicated that 57% of Kindergarten students entered school not ready to learn.

June Reading Data Percentage of Students Reading At or Above Grade-Level

Grade	2017-2018	2018-2019
Grade 1	92.4%	85%
Grade 2	87.6%	85%
Grade 3	83.1%	93%
Grade 4	92.4%	87%
Grade 5	77.6%	83%

June Writing Data Percentage of Students Writing At or Above Grade-Level

Grade	2017-2018	2018-2019
Grade 4	74%	75%
Grade 7	68.2%	75%
Grade 9	73.5%	89%

June Math Data (Numeracy Strand) Percentage of Students At or Above Grade-Level

Grade	2018-2019
Grade 2	85%
Grade 5	80%
Grade 8	69%

* Collection of 2019-20 year-end data was not available due to COVID-19 restrictions and suspension of classes.

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 CTCS (a).	Accurate data collected to determine appropriate support and/or intervention plans.	Consultants	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	Consultants	September 2020	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.
Monitor the implementation of the reading approaches identified in <i>Saskatchewan Reads</i> (a).	Implementation Data	Consultants	September 2014	ongoing	Professional Learning	Evaluation of the implementation of <i>Saskatchewan Reads</i> approaches.
Develop and implement a plan to support teachers in mathematics instruction and assessment (b).	Mathematics Assessment and Instruction Plan Support school-level analysis of Math assessment results to create	Consultants	January 2021	June 2022 Ongoing	Professional Learning Research	Availability of financial resources to participate in professional learning opportunities.

<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>		plans to meet the needs of all students.					
	Implement the instruction and assessment strategies recommended within <i>SaskatchewanMath</i> (b)	Participate in <i>SaskatchewanMath</i> web-resource development committee. Roll out of Saskatchewan Math web-resource.	Consultants	September 2019 February 2021	December 2020 Ongoing		
	Build capacity in teachers to assess and instruct writing product and process (b).	Grades 4, 7 and 9 Assessment and Scoring	Consultants	September 2017	On Pause	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.	Central Office Admin Consultants Coordinator	Spring 2021	Implementation 2021-22	Professional Learning Research	
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 2021, 80% of students will be at or above grade level in writing. (On Pause)</p> <p>By June 2021, 80% of students will be at or above grade level in math. (On Pause)</p>	<p>Reading achievement data will be submitted to the Division Office according to the following schedule:</p> <ul style="list-style-type: none"> Grade 1 English: March and June Grade 2: Minimum 2 assessments (one MUST be in late May-June) Grade 3-5: Minimum 2 assessments (one MUST be in late May-June) <p>Writing and Math achievement data will be captured in June annually; to commence again in June 2022.</p> <p>Writing Grades 4, 7, & 9 and Math Grades 2, 5, & 8 are submitted to the Ministry in June annually. (On Pause)</p> <p>Teachers requiring supports in reading instruction, assessment and intervention have been identified and supported.</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>		