School Learning and Improvement Plan (SLI P): Setting Literacy SMART Goals
The School Learning and Improvement Plan

- Introduction to Board Learning Improvement Plan (BLIP) and School Learning Improvement Plan (SLIP) application on *intranet* (September K-12 meetings)
- Modelling of SLIP at K-8 meetings
- DIP sessions for School Improvement Teams
- Collaborative review of SLIPS (November principal meetings)
TCDSB Literacy SMART Goal

To increase the number of students achieving Level 3 and 4 in Reading by 4% as measured through both the Primary and Junior EQAO Assessments in May 2010.*

• Primary, from 62% 2008-2009 to 66% 2009-2010
• Junior, from 66% 2008-2009 to 70% 2009-2010

*draft SMART Goal based on Ministry of Education (MOE) goals
TCDSB Literacy SMART Goal
K-6

K - 12 Board Improvement Plan
System Priorities:
Nurturing Our Catholic Community
Improving Student Learning and Achievement
Building Capacity in Lead and Learn
School Year: ____________________________
Focus: ____________________________
SMART Goal:

Evaluation:
- Compare planned with achieved outcomes – What is different for students?

Monitoring and Assessment:
- Identify who is responsible for monitoring each part of the SIP and the timeline.

Professional Learning:
- What professional learning opportunities are planned to help achieve your goal?

Strategies/Actions:
- What strategies/actions will help to achieve your goal?

Resourcing:
- What resources have you identified that can aid you in achieving desired results?

Accountability:
- Identify a person (or people) who is responsible for the success of this goal.

Evaluation:
- How are you measuring success in your area of concern?

Action Plan:
- Develop a list of measurable, time-bound strategies/activities to achieve the goal.

K-6 or 7-12; Literacy, Mathematics, Pathways, CCC
Goal

Use data from St. Elsewhere School and the Board Learning and Improvement Plan (BLIP) to model the School Learning and Improvement Plan (SLIP) process.
Which specific area have you targeted for improvement?
Setting a Literacy K-6 SMART Goal Target for 2009-2010

Focus on:

- Strategies/Actions
- Precision
- Personalization
Use the following data to set your **SMART** Goal Target:

- CAT-3 National Stanines in Reading
- TCDSB Literacy Assessments (Running Records, QCA)
- EQAO trends over time
- 3rd term report card marks
- Classroom assessments including TLCP data
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Dialogue

Meet with grade 2 & 3, as well as grade 5 & 6 teachers, to review assessment data for each of your current grade 3 and 6 students and consider who:

• will likely meet or exceed the provincial standard

• will likely meet the provincial standard with targeted and precise instruction

• will likely require significant intervention to meet the provincial standard
How are you measuring success in your area of concern?

Which data are you examining?

- Detailed School Report
- Profile of Strengths and Areas of Improvement (PSAI)
- Item Information Reports (IIR)
- Running Record and QCA Classroom Assessments
- CAT-3 Data
- 3rd term report card marks for Reading
How are you measuring success in your area of concern?

What are the mid-point assessment tools/ data sources?

- Teaching Learning Critical Pathway Data
- Running Record Data
- QCA Data
- Report Card Data
- Classroom Assessments
What actions/strategies help you attain your goals?

- Review Board Learning and Improvement Plan (BLIP)
- Review resources
- Determine actions/strategies

What strategies would you suggest for St. Elsewhere to help them attain their goal?

What strategies would you suggest for your school?
**Actions/ Strategies**

- implement Literacy Learning Block daily
- use TCDSB Literacy Assessments to inform and differentiate instruction
- implement Gradual Release of Responsibility with a focus on Guided Reading in all classrooms
Instruct using the Gradual Release of Responsibility framework – modelled, shared/interactive, guided, independent practice using *Comprehensive Literacy Handbook* (TCDSB) and *Literacy in the Middle Grades* (TCDSB)

Plan on-going assessment and provide explicit feedback

Revise instructional plan as needed to support student learning

Gather evidence during learning to assess and analyse student progress

**Focused Literacy Instruction**
**Actions/ Strategies**

- provide time for daily independent reading for all students ensuring the use of a wide range of materials

- use *Premier* assistive technology with grade 3 and 6 students

- integration of technology, drama and the arts to differentiate instruction

- ensure the implementation of TLCP
Data Analysis
- Analyze school data (EQAO, TCDSB Student Literacy Measures) in relation to ongoing classroom assessments
- Identify areas of strength and greatest need

Planning
- Determine and cluster curriculum expectations
- Ensure Kindergarten expectations align with the divisional TLCP expectations
- Identify a “big idea” that engages students
- Develop pre and post assessment task/question
- Discuss evidence-based instructional strategies
- Establish criteria
- Choose resources & align instructional strategies

Teaching - Learning Critical Pathway

Establish Baseline Data
- Review established criteria, ensuring the team has a common understanding
- Engage in teacher moderation and professional dialogue
- Create class data chart and predict student progress
- Select “students to watch”
- Modify criteria if necessary

Administer Pre-Assessment

Administer Post-Assessment

Instruct using the Gradual Release of Responsibility framework – modelled, shared/interactive, guided, independent practice using Comprehensive Literacy Handbook (TCDSB) and Literacy in the Middle Grades (TCDSB)

Focused Literacy Instruction

Gather evidence during learning to assess and analyse student progress

Revise instructional plan as needed to support student learning

Plan on-going assessment and provide explicit feedback

Reflection and Next Steps
- Engage in teacher moderation
- Update class data chart
- Discuss student achievement using collected artefacts
- Reflect on professional learning
- Celebrate successes
- Discuss and plan focus of next TLCP
Intermediate SMART Goal

Consider using:

- OCA (Ontario Comprehension Assessment) data to set your Literacy SMART Goal
- *There will be an overall improvement of 4% in Levels 3 and 4 in the Grade 7 and 8 OCA Assessment of Reading.*
- Use September and February data to determine benchmark and growth.
Final Thoughts.....

Thank you for your participation today!

Enjoy your day!