**Harvey High School IMPROVEMENT PLAN English**



**2019-2020**

**Data Snapshot Summary:**

**Grade 6 2018-2019 Provincial Reading Assessment- 57.9% successful**

**Grade 9 2019-2019 Provincial Reading Assessment- 79.3% successful**

**In-house reading and writing assessment data is currently being compiled and will be inserted upon completion.**

**Goal: To improve reading and writing competency, as determined by comparative data analyses, Harvey High School English Language Arts teachers will utilize formative assessment practices in reading and writing to inform daily instruction, intervention practices and enrichment opportunities.**

**Indicators of Success: Comparative data – November 2019 in-house writing assessment results and May 2020 in-house writing assessment**

**Results**

**Comparative data – November 2019 in-house reading assessment results and May 2020 in-house reading assessment**

**results**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRATEGIES/ACTIONS** | **IMPLEMENTATION PLAN** | | **MONITORING PLAN** | | | **MONITORING UPDATES** | |
| **Strategy/Action** | **Responsibility** | **Timeframe** | **Evidence** | **Accountability** | **Frequency** | **Impact** | **Next Steps** |
| *(List the strategies and actions for realizing this goal, each in a new row.)* | *(Who is implementing this strategy/action?)* | *(In what timeframe/date range will implementation occur?)* | *(What evidence will be examined?)* | *(Who is examining the evidence?)* | *(At what frequency will the evidence be examined?)* | *(What has been the impact of this strategy/action toward achievement of the goal?)* |  |
| Staff IXL Professional Learning – How to effectively monitor student progress on IXL | English PLC, Admin, Resource | February 5, 2020 @ 3:15 PM | English teachers will know how to use the IXL Real Time Centre to monitor student progress and provide in-time support. English teachers will determine one or two reports that show student progress | English Language Arts teachers | Teachers will monitor student progress weekly; progress reports will be |  | embedded  continue  refine or revise  abandon  not yet implemented |
| To assess reading competency growth, comparative analyses of data will be utilized:   1. Grade 6-9 English teachers will be trained in and administer the Reading Inventory resource to track student reading progress. 2. Grade 9 will utilize the Jamestown Series critical reading assessment 3. Grade 10 will utilize the SRA 4. SRA Peer coaching:   Grade 6-8 ELA teachers will observe grade 10 teacher utilize SRA assessment approach with her students- classroom visitations | Grade 6-9 English teachers  EST-Resource (Parra) | 1. Training Oct. 23 @ 3:15  Inventories have been completed with students who tested at risk on initial vocabulary assessment. | Reading Inventory results have been examined | Julia Parra provided training | The initial results will be used to inform classroom instruction. However, the time and financial commitment required to complete this assessment with every student grade 6-9 is too great to complete a post assessment. Select students may be assessed in May 2020 where deemed appropriate by the classroom teacher in consultation with EST-Resource. | 1. PLC determined that results are not comprehensive as not all students were assessed.  2. PLC concluded that the time required to assess made a timely assessment of all students difficult.  3. Reading Inventory for struggling readers at the grades 6-8 levels will be utilized for a comparative analysis to determine reading competency growth. | ☐ embedded  X continue  ☐ refine or revise  ☐ abandon  ☐ not yet implemented |
| Grade 9 English teacher | November 2019- May 2019 | Jamestown Critical reading assessment | Grade 9 English teacher  Administration | Reassessments to take place May 2020 |  | ☐ embedded  continue  ☐ refine or revise  ☐ abandon  ☐ not yet implemented |
| Grade 10 English teacher |  | SRA assessment tool | Grade 10 English teacher  Administration |  |  | ☐ embedded  continue  ☐ refine or revise  ☐ abandon  ☐ not yet implemented |
| Grade 6,7,8,10 ELA teachers | December 2019 and February 2020 – observations by middle level teachers  January 2020 – SRA middle school level reading kit ordered | SRA Resource kit-levels grades 3-10 | ELA teachers and Administration | Classroom teachers, EST-Resource and Admin |  | ☐ embedded  continue  ☐ refine or revise  ☐ abandon  ☐ not yet implemented |
| To assess writing competency growth,  Grades 6-10 English teachers will use independent demand writing pieces to assess student writing achievement based on EECD Writing Standards.  ELA teachers will engage in EECD Writing Standards Professional Learning (date TBD) facilitated by District’s Kelly Aitken | Individual English teachers (grades 6-10) | Writing pieces to be completed in November 2019 and May 2019. | Baseline data to be determined from November 2019 writing piece.  Final writing piece will be used to assess writing competency growth. | Grades 6-10 ELA teachers. | Baseline data November 2019; Follow-up assessment May 2020 | Comparative analysis of two formal assessment pieces to be inserted. Individual and whole class data of each individual trait will be compared | embedded  continue  refine or revise  abandon  not yet implemented |
| The practical application of IXL software program to be determined. | English PLC, Admin, Resource  \* to be used as a tool to supplement instructional practice | 30 minutes/week minimum | \* can be used to examine individual questions answered by students to determine skill deficits |  |  |  | embedded  continue  refine or revise  abandon  not yet implemented |
| English teachers will create RTI (remediation and enrichment) opportunities using analysis of baseline data. | English PLC, Admin, Resource | * For Nov. 27 PLC Crysta will contact Jill Davidson about possible resources * For Feb. 5 PLC grade 6 ELA teachers will compile a list of students who would benefit from remediation with specific skills identified. These lists will be used to organize remediation during GLOW a minimum of 2X per week | - No resources available from District Literacy team | Classroom teachers will see an improvement in specific skills in daily classroom work  Improved results on May 2020 post assessment results. | English PLC, Admin, EST-Resource |  | embedded  continue  refine or revise  abandon  not yet implemented |
| All subject teachers will have basic reading and writing expectations for all student work. Cross-curricular writing standards to be developed by English teachers and presented to all teachers for feedback and discussion prior to implementing expectations. | English PLC | Goal for September 2020 |  |  |  |  | embedded  continue  refine or revise  abandon  not yet implemented |
| English teachers will share formative assessment results with other subject teachers with the intention of a whole school focus. | English PLC  Administration  All staff | Goal for September 2020 | All classroom teachers expect basic English skills in every day learning |  |  |  | embedded  continue  refine or revise  abandon  not yet implemented |