



School Inquiry Project Application (2021-2022)

School: Eagle View Elementary

School Team: Stacia Johnson

1. Scanning: What's going on for your learners? How do you know? Evidence from baseline Diagnostic Reading Assessments (DRA), collected in the 2020/21 school year shows that students are struggling to meet grade level reading expectations and that, generally, students are strong at decoding text, but require support with reading comprehension and interpretation of text. Diagnostic Reading Assessment (DRA) data results for grade 4 learners are fairly consistent with the Foundational Skills Reading Assessment data results for the current school year as well. Diagnostic Reading Assessment data results for grade 7 learners are lower than their performance on the provincial Foundational Skills assessment.

Staff have identified literacy as an area of school focus as we have noted the following: early years reading intervention and support is needed, strong decoders need further support with reading comprehension and developing a school-wide ethos that reading is a priority and sacred may change mindsets.

2. Focusing: Will the use of a school-wide 'assess-decide-guide' framework improve reading scores and increase student enjoyment?

Intermediate: Will the integration of technology and reading strategies within classrooms result in increased reading enjoyment, reading scores and literacy skills?

Primary: Will prioritizing and creating a sacred time for guided reading result in increased reading enjoyment and reading scores?

3. Developing a Hunch: What's leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)

- Entrenched systemic issues ie: staffing, organization scheduling
- Continuation of support for staff new to the school to be trained in using DRA
- Devotion or priority needs to be given to reading within classrooms
- Organizational system needs to be implemented for student data tracking ie: use of student assessment folders
- Continuation of teaching explicit reading strategies and skills to students
- Reading is a developmental process and kids may not see it as a skill that's beyond just for at school
- Mindset that everybody's a reader and it has various forms, skills and strategies
- Fostering home-school reading connections

4. Professional Learning:

1. Bi-Weekly team meetings; sharing resources, collaborating and planning
2. Summer reading resources – A. Gear, J. Serravallo, J. Richardson, Heggerty
3. In-Service Day September (half day Primary team creating scope and sequencing for assessments ie: PAST and Heggerty, red flag and student identification, and RTI model of interventions to occur) and half day In-Service in Google Read and Write as Intermediate teachers have requested this.
4. Team meetings could consist of one week students driven and the next week could be collaboration
5. Primary teachers have identified rainbow words, words their way and guided reading as balanced literary approach
6. Primary teachers and Intermediate teachers are using Jan Richardson's "The Next Step Forward in Guided Reading" as their mentor text.
7. ELL teacher and LARTs to use Next Step Up in Guided Reading assessment materials (K-2 and 3-6).
8. Enquiring into the most effective way to teach sight words.

5. Taking Action: Use baseline data from DRAs and FSAs to inform instructional practices and plan scope and sequence for literacy grades 4-7

Team meetings for collaboration

Continuation with 6 Minute Solution established classrooms and aim to have it occurring in all grade 3- 7 classes and sounds blasting and automatic words in primary classes.

Maintaining DEAR time-- have student dialogue or running records to include sharing about what is being read/ use DEAR time to DRA assess

For grades 3-7 Through pre-assessment checklist identify digital literacy skills and then target specifics skills needed ie: minimize/maximize screen, save, print, split screen, highlight text when reading, assistive tech tools

Grade 1 reading focus in the fall, post initial assessment, will see blitzing alphabet letters and sounds first and then moving into guided reading model

Grade 2/3 focus in the fall, post assessment, will be guided reading model and sight words

Phonics word for middle years – long vowels, word patterns

Haggerty Phonemic awareness

Pilot the use of Pearson's SPARK program with a Primary, Intermediate and EA subscription to assess if this is a viable option for supporting literacy at our school. The EAs can use their LIF time to support a small number of learners who have been identified, by their teachers, as not doing home reading. The LART team and ELL/Librarian will also use their budgets to purchase a subscription; this will mean a team of professionals will trouble-shoot, 'beta-test' and collaborate using SPARK.

6. Checking: Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?

- When will you check in and how often?
- How can you do it in a way that allows for immediate adjustment?
- When will you check in and how often? At end of assessment window in fall (Sept-Oct) with school DRA results teams will discuss interventions

Adapted from Dr. Judy Halbert and Dr. Linda Kaser *"Spirals of Inquiry: For Equity and Quality"*

required and at-risk learners/ Team meetings for Primary and Intermediate teachers / staff meetings inquiry focus and update

- Sight words checklist, benchmarking to check for growth/gains
- Pre-assessment for digital literacy skills in September for middle years and intermediate
- Initial assessment of rainbow words and sight words as well as DRA results
- DRA Intermediate learners in May/June for September launch and then November/December for check-in/gains/interventions
- SPARK pilot team to meet monthly and learn/assess/decide as well as share out +/- of the resource

7. Budget:

Primary team: 15 staff members Heggerty online Training @ 25.00 CDN	\$375.00
Intermediate: 12 staff members Google Read & Write Training	TBD
Intermediate: 8 copies Reading Strategies Book by J. Serravallo	\$450.00
Pilot Project: 3 SPARK subscriptions	\$400.00
School-Wide Literacy Night	\$500.00
Scholastic Guided Reading Assessment kit K-2	\$488.75
Scholastic Guided Reading Assessment kit 3-6	\$488.75

Signatures:

School Principal

Staff Rep

(VINTA, CUPE)