



Summer School Literacy Program

TEAM Camp **Together Everyone Achieves More**

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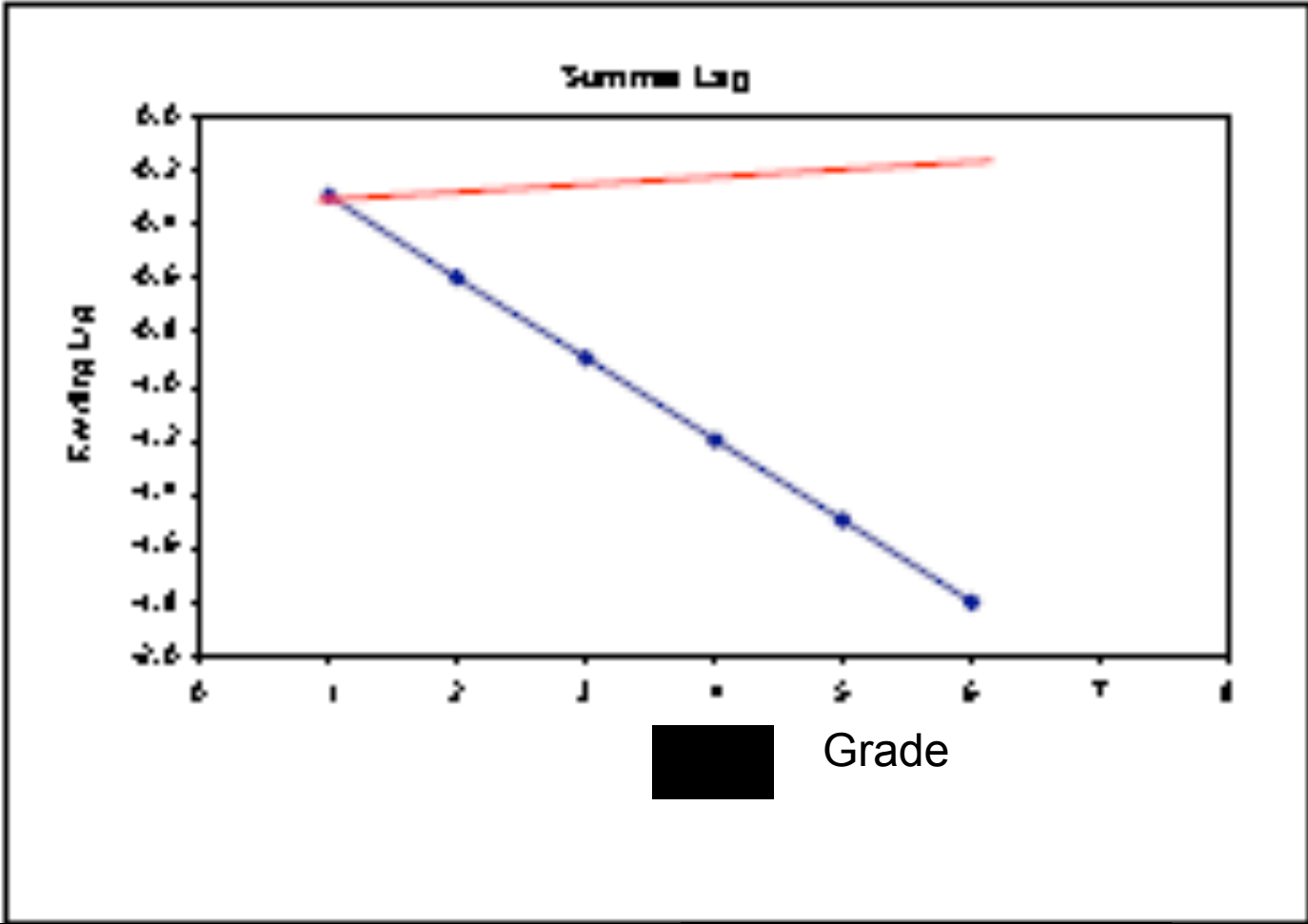
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SES and Reading Acquisition

- Access to books for reading is directly related to SES
 - Higher SES families live, on average, 1.2K closer to public libraries than lower SES families
 - Lower SES families get most of their children's reading materials from school libraries.
- The impact of the loss of skills during the summer months is a SES issue.
 - Higher SES students gain skills during the summer
 - Lower SES students lose skills during the summer

Impact of Summer Lag 6 year period



High SES ———

Low SES ———

The program

- Identify high needs schools through SES data
- Keep the libraries open two mornings a week
- Run a 2 hour literacy block for primary students and junior students for three weeks during the summer for selected students.
- Partner with a Parks and Recreation program to have them offer the rest of the day at cost



Results of Literacy Program in Summer 2008

- In summer 2008, a total of 114 primary students (SK to Grade 3) and 63 junior students (grade 4-6) attended the literacy program in five elementary schools
- **Pre and Post Assessments**
 - PM Benchmark for primary students
 - DRA for junior students



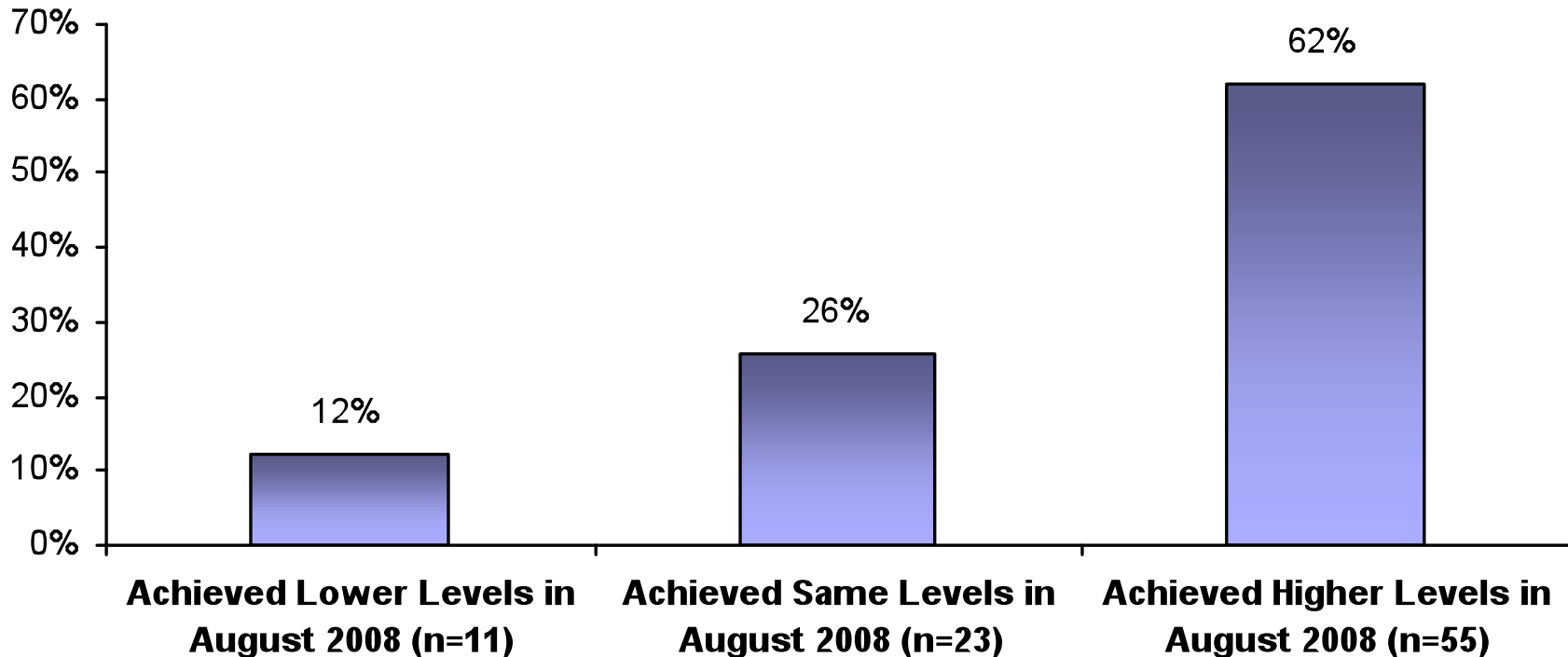
Primary Students Participation Rate

Grade	Number of Students Participated in Program	Number of Students Included in Analysis
SK	19	19
1	37	32
2	34	33
3	24	5
Total	114	89



Primary Students Achievement in Reading Levels

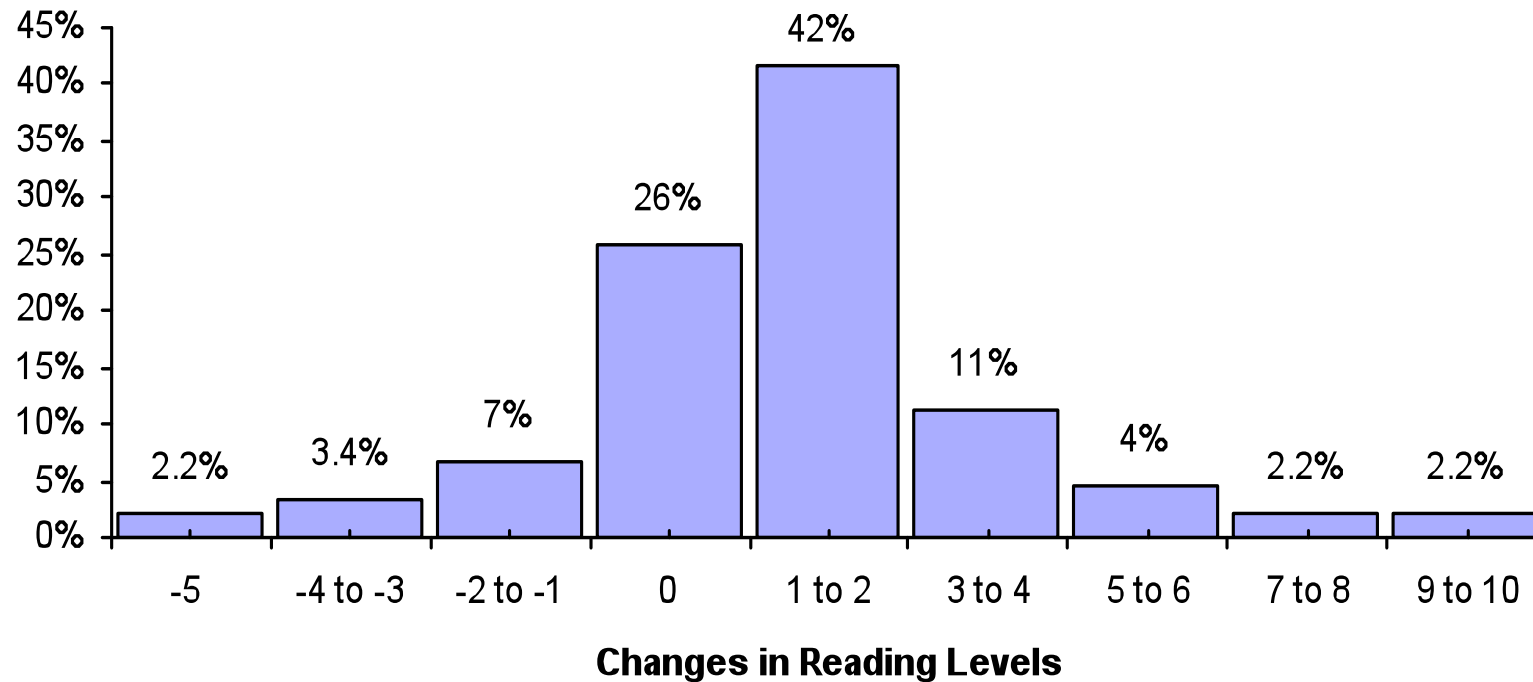
Figure 1. Comparison of June and August 2008 reading levels in PM Benchmark





Primary Students Gains in Reading Levels

Figure 2. Changes in Reading Levels from June to August 2008





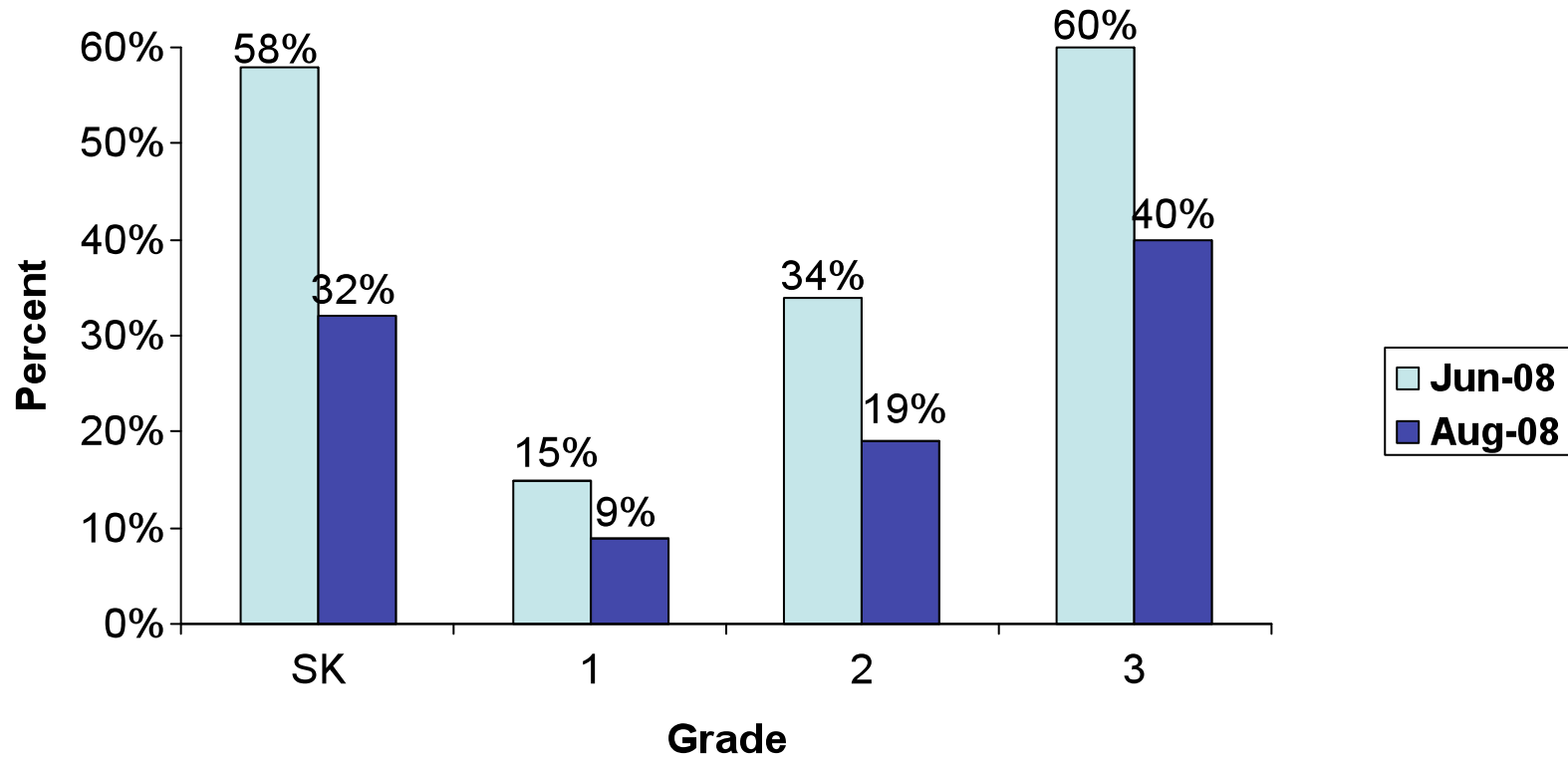
Primary Students Statistical Tests

- Increase was statistically significant
- Average change in reading levels showed at least one level increase in PM benchmark from June to August.
- Students with lower PM reading levels in June showed more improvement in August.



Primary Students Not Meeting Grade Expectations

Figure 3. Percentage of At-Risk Students in Primary Grades





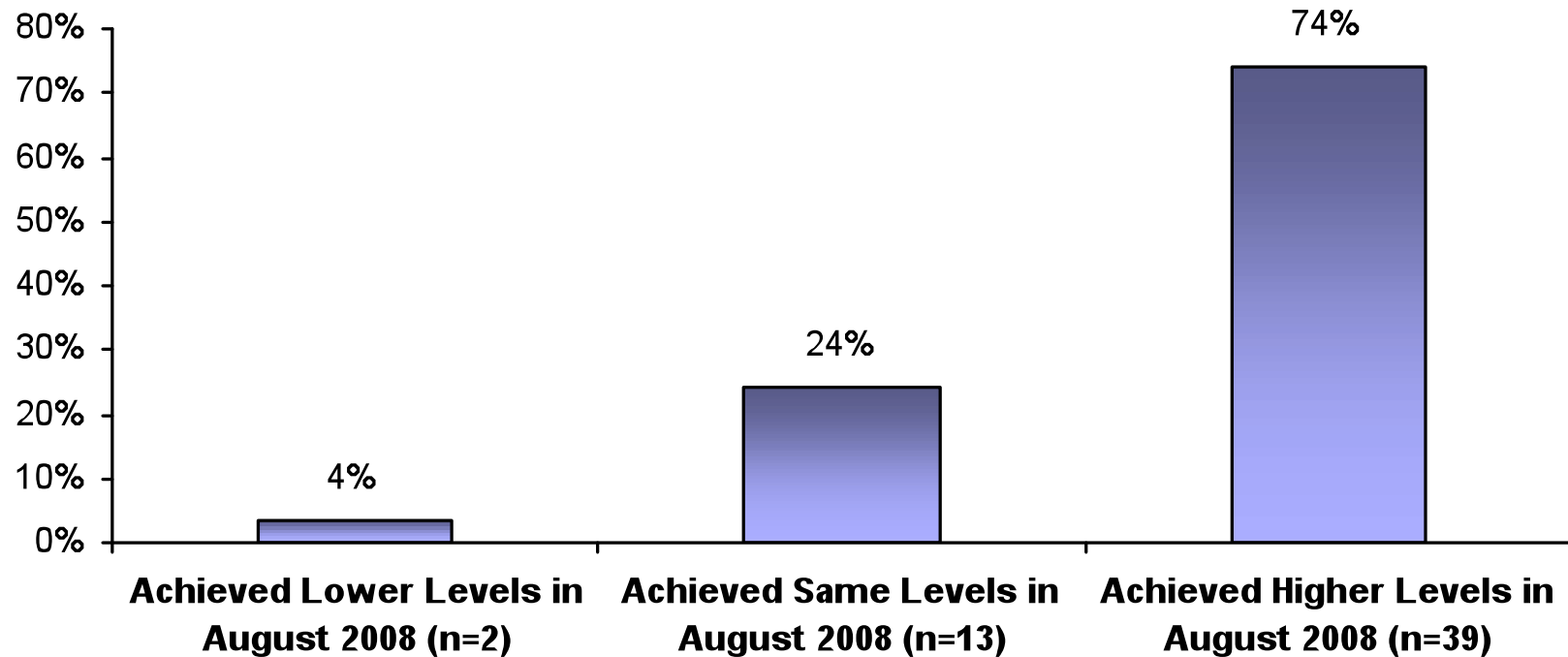
Junior Students Participation Rate

Grade	Number of Students participated in program	Number of Students included in analysis
4	27	25
5	22	15
6	14	14
Total	63	54



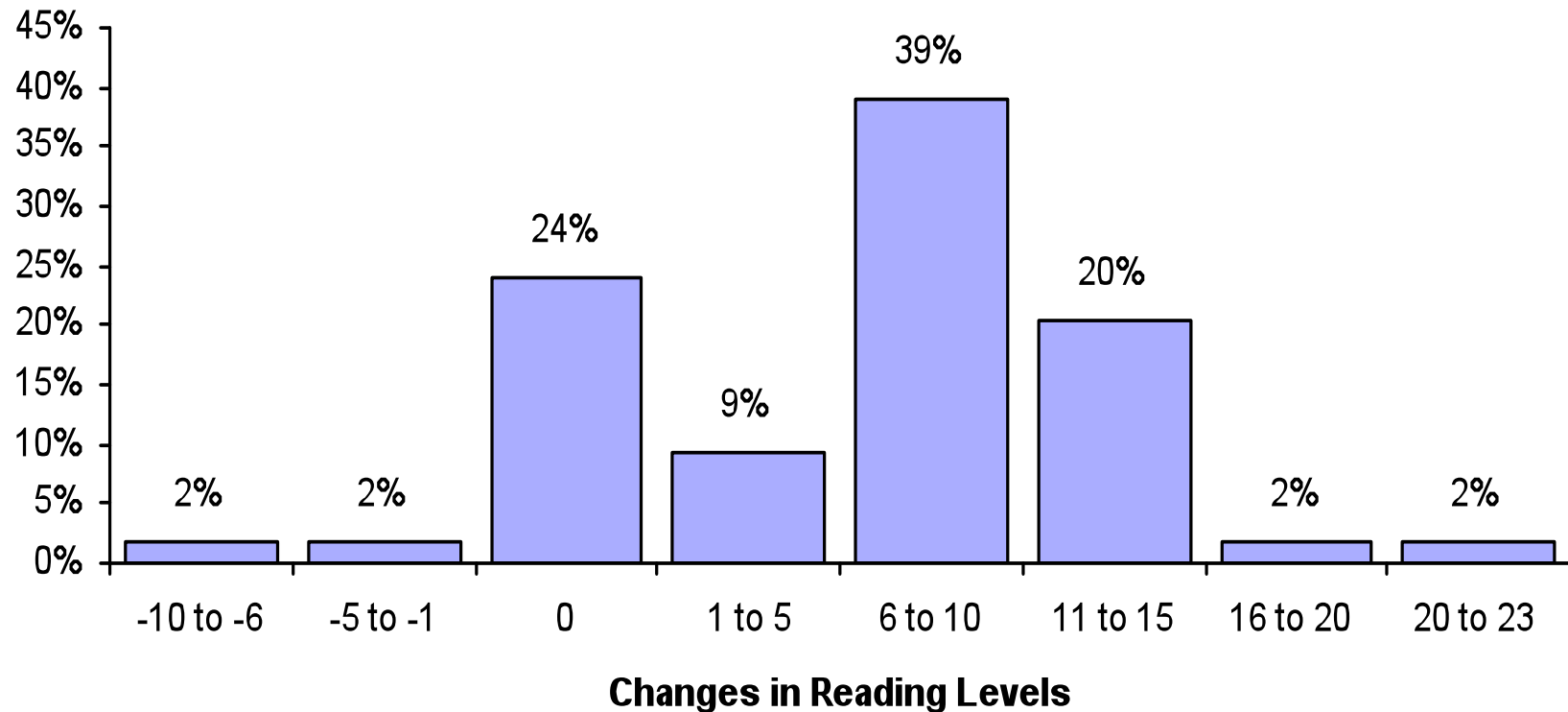
Junior Students Achievement in Reading Levels

Figure 4. Comparison of June and August 2008 reading levels in Development Reading Assessment (DRA)



Junior Students Gains in Reading Levels

Figure 5. Changes in DRA levels from June to August 2008





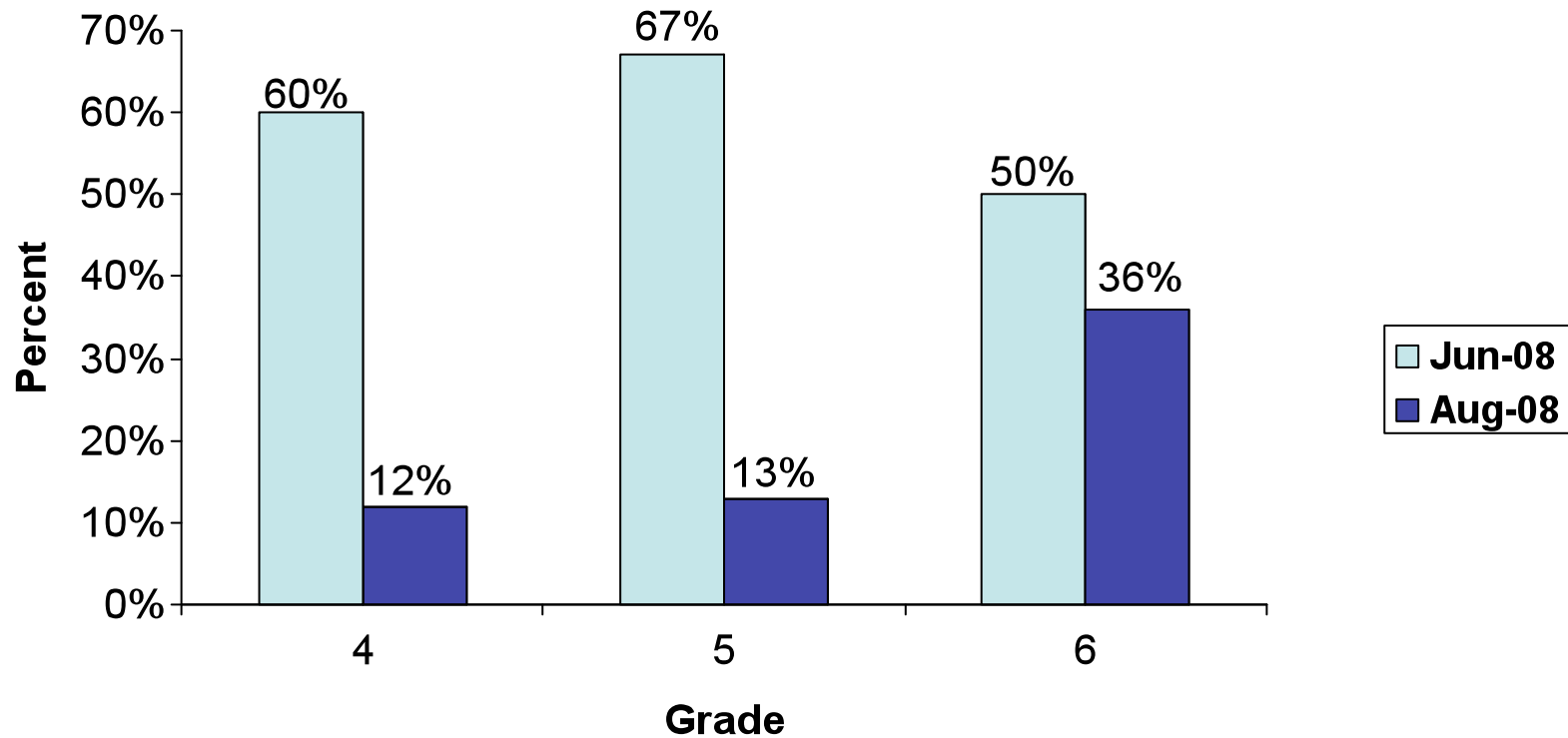
Junior Students Statistical Tests

- Increase was statistically significant
- Average change in DRA score for each student showed more than 6 levels increase from June to August 2008.



Junior Students Not Meeting Grade Expectations

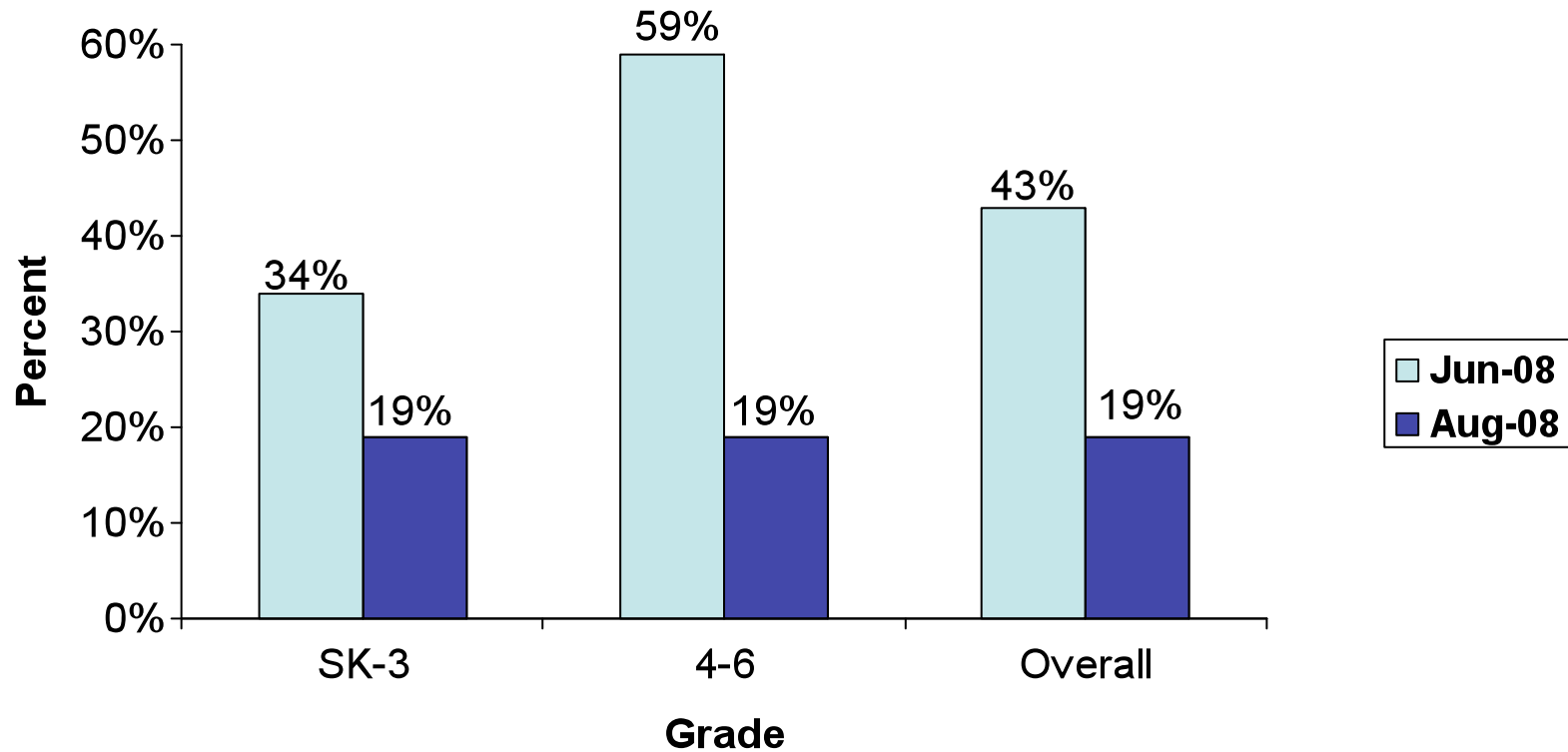
Figure 6. Percentage of At-Risk Students in Junior Grades





Students Not Meeting Grade Expectations

Figure 7. Overall Percentage of At-Risk Students





Summary

Acknowledge the macro focus on improving all classrooms which “raises all boats”

Recognize the necessity to focus on the most needy with precision instruction and targeted programs – “case management”.

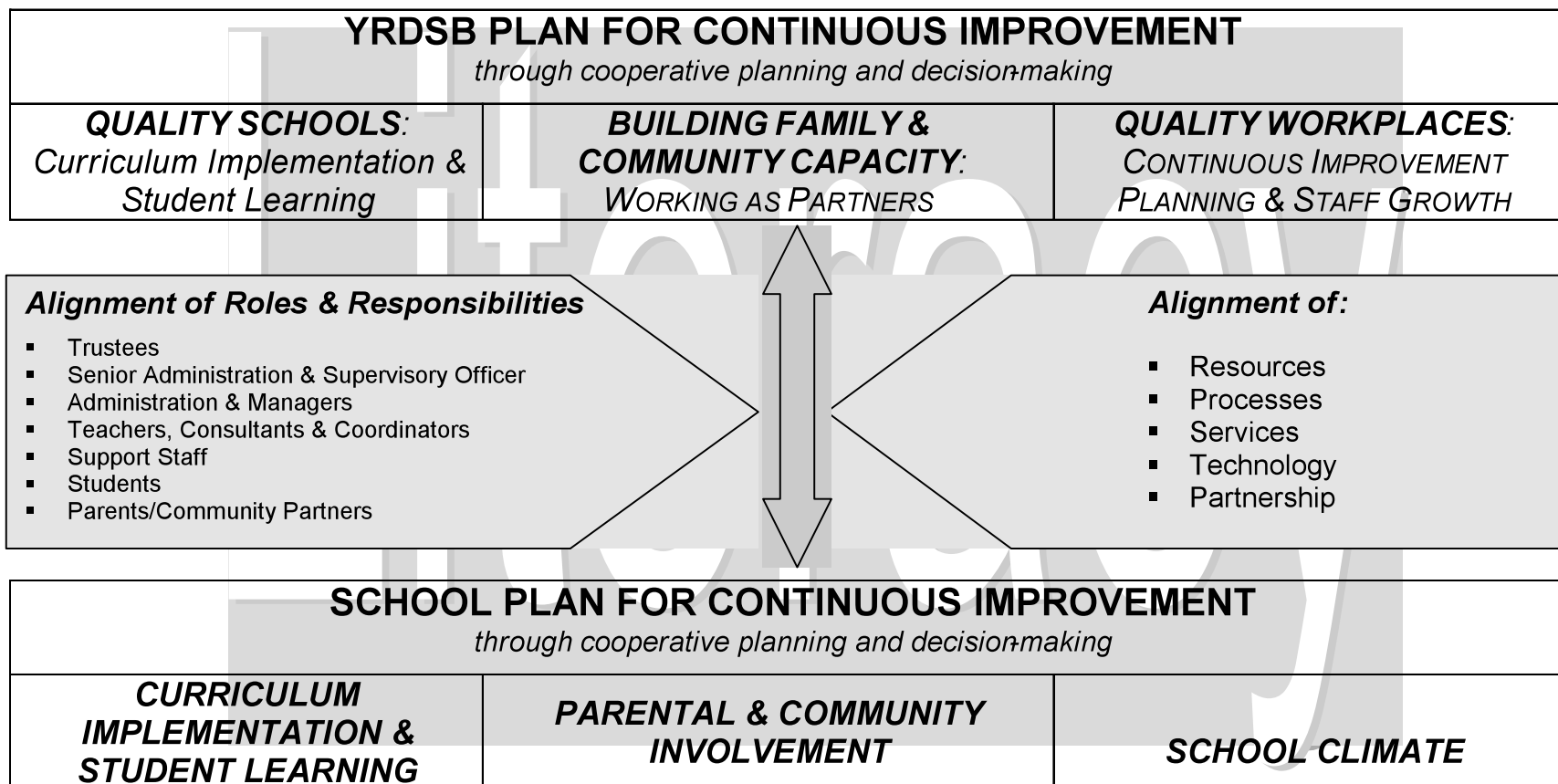
QUESTIONS?

A Blueprint for School Improvement Planning

- An integrated view of:
 - School Improvement Planning Processes
 - School Effectiveness Framework
 - Leadership Framework for Principals and Vice-Principals

MISSION, VISION AND VALUES

We unite in our purpose to inspire and prepare learners for life in our changing worldcommunity.



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Involvement Stakeholders

- ✓ Identify participants and their role
- ✓ Articulate the communication plan

Compile Data

- ✓ Access data in each of focus areas
 - ✓ Curriculum implementation and student learning
 - ✓ Parental and Community Involvement
 - ✓ School climate
- Access data for school profile
- Review focus areas in system plan

Assess Needs

- ✓ Summarize and display data
- ✓ Identify strengths
- ✓ Identify needs
- ✓ Examine the school profile in relation to the identified need

Write the Plan

- ✓ Confirm goals
- ✓ Set 3 year targets
- ✓ Identify indicators of success
- ✓ Determine measures and assessment tools
- ✓ Determine strategies
- ✓ Determine resources, timelines, responsibilities
- ✓ Write communication plan

Explore Planning Options

- ✓ Identify preliminary goals
- ✓ Consider indicators of success
- ✓ Consider measures and assessment tools
- ✓ Consider strategies
- ✓ Consider resources, timelines, responsibilities

Narrow Our Focus

- ✓ Determine school priorities in area of focus
- ✓ Align With Ministry, System Mission, Vision, Values, System and School directions

Implement & Monitor

Schedule 3 year implementation & monitoring cycle based on goals

Steps in Cycle

- ✓ Implement strategies
- ✓ Gather data
- ✓ Evaluate implementation based on data
- ✓ Confirm or modify strategy based on data

Annual consolidation of implementation

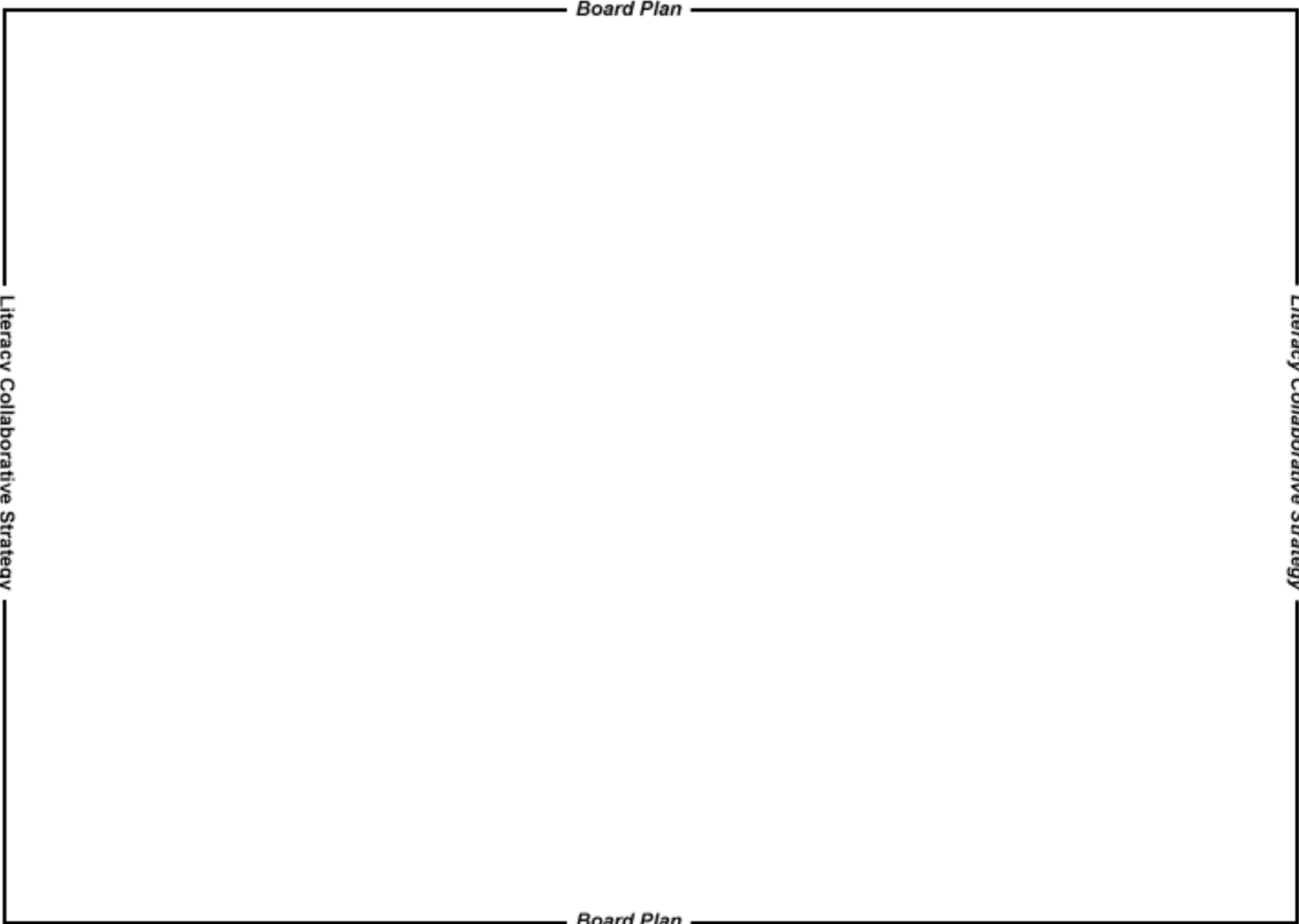
Assess Success

- ✓ Assess progress To date
- ✓ Share and celebrate successes

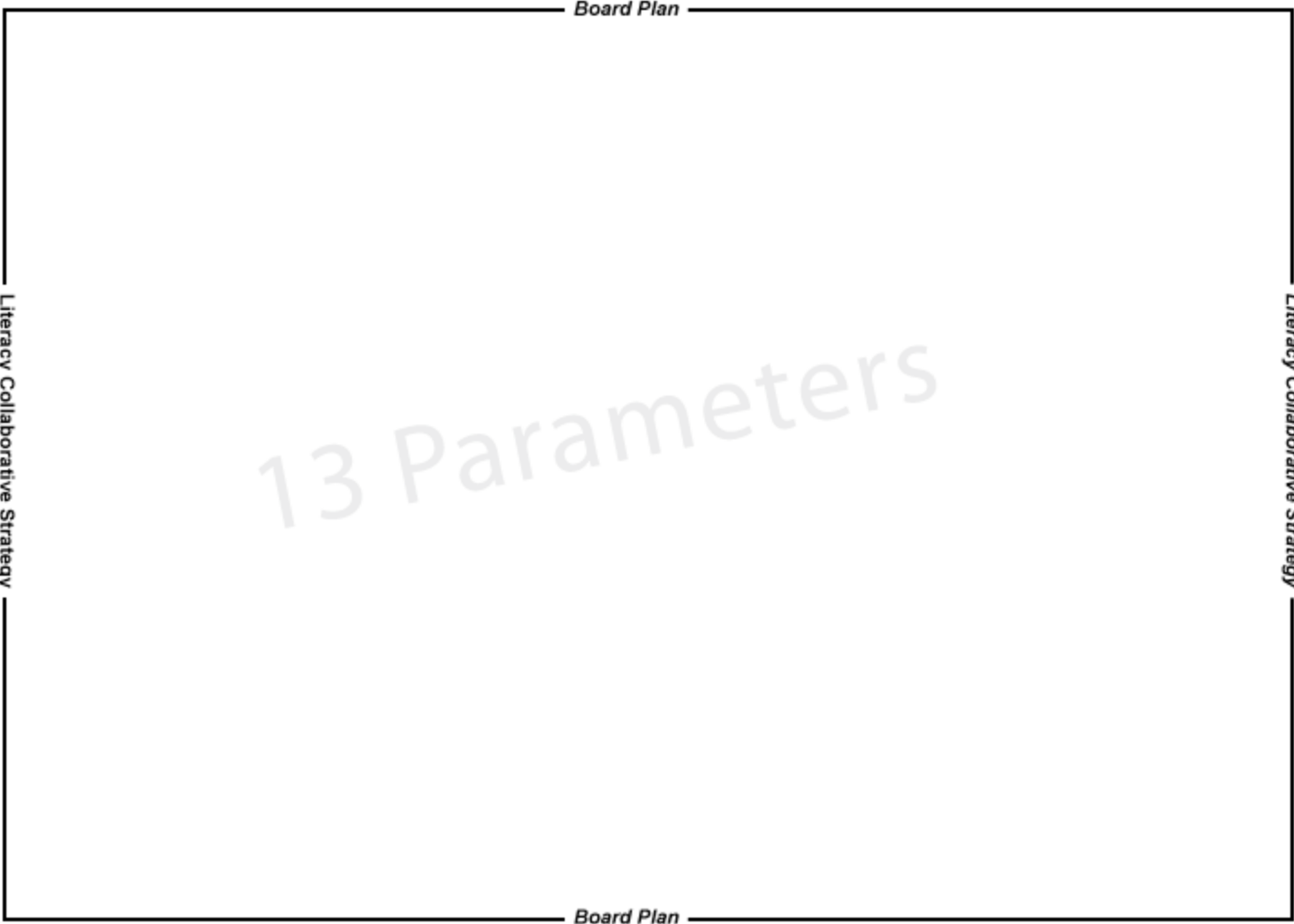
Renew Plan

- ✓ Examine existing plan
- ✓ Begin with step 1.

School Improvement Planning Process



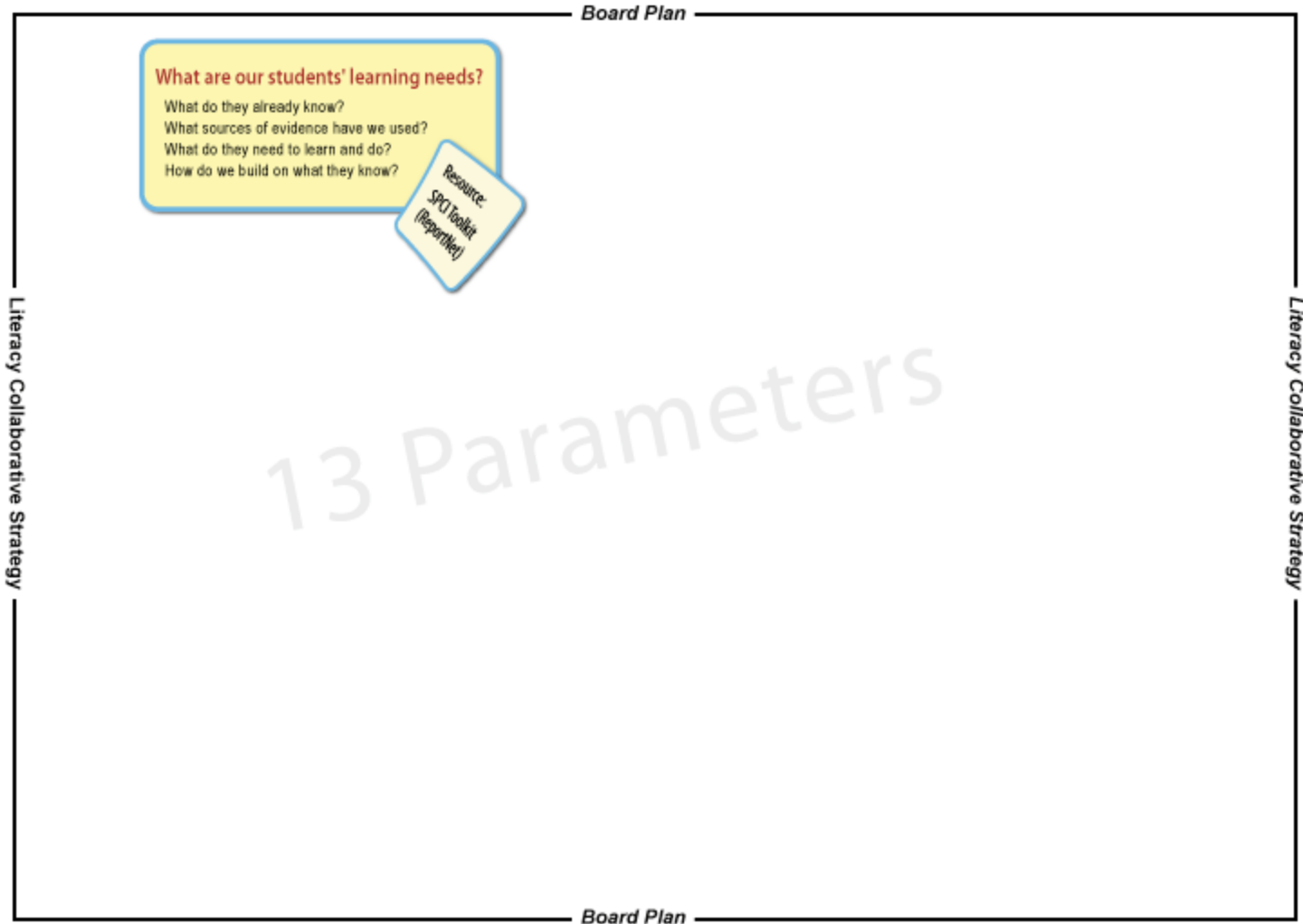
School Improvement Planning Process



Strategic Directions Curriculum Implementation

Deliver *assessment-based instruction* that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement in all subjects and programs.

School Improvement Planning Process



The pupil learning focus

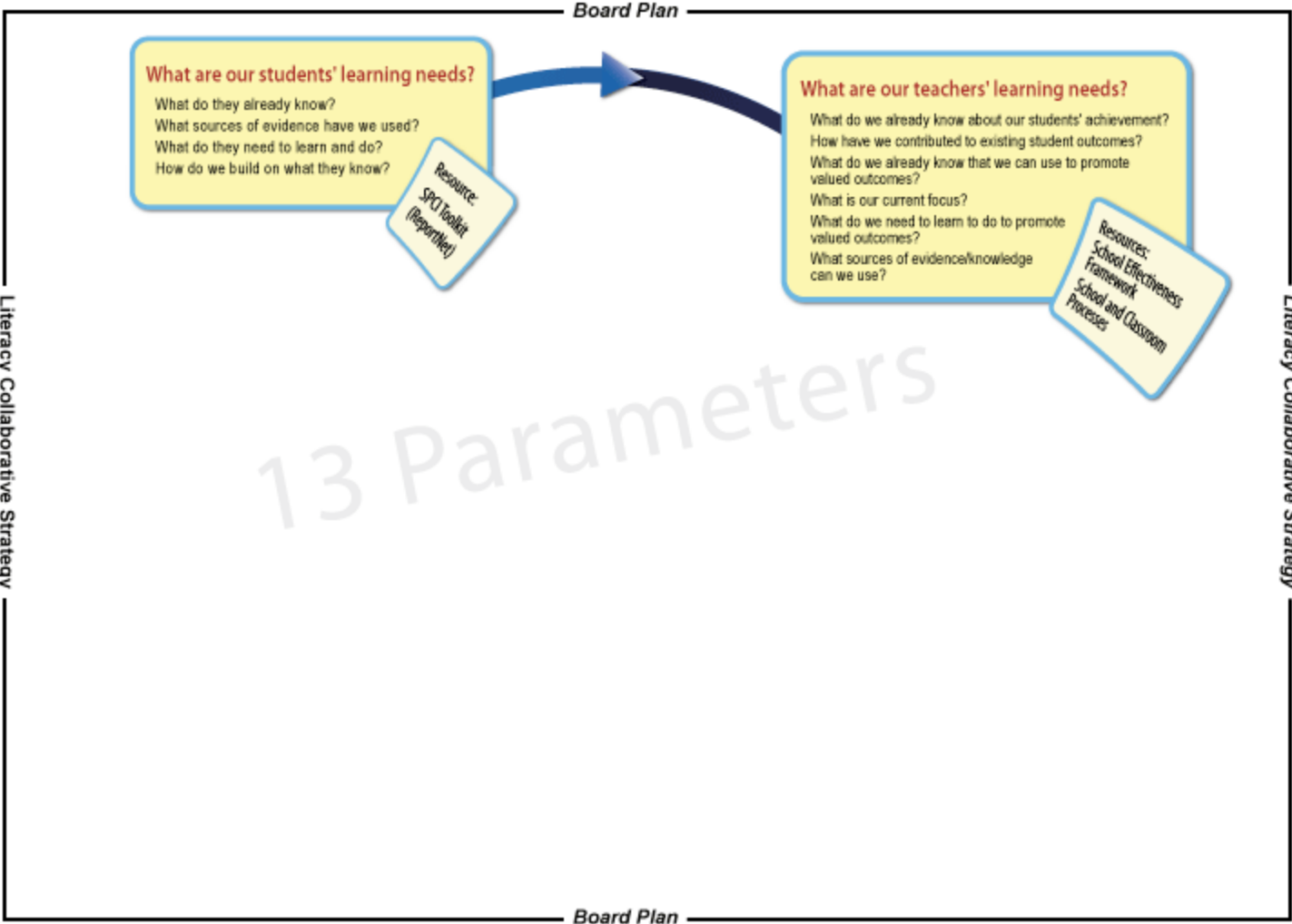
- responds to the learning needs of the pupil based on school data.
- connects and unifies classroom work within the school and across the network.
- grows from existing priorities and current data

The pupil learning focus

- based on the school level data
- takes into consideration the existing school priorities
- connects and unifies classroom work within the school and across the network.
- seeks to improve teaching and learning by answering the question:

“What are the key learning needs of our students which, if given focus, would result in their achieving high standards?”

School Improvement Planning Process



Beliefs and Understandings

- All students can achieve high standards given *sufficient time and support*.
- All teachers can teach to high standards given the *right conditions and assistance*.
- High expectations and early intervention are essential.
- Teachers need to be able to articulate *what* they do and *why* they teach the way they teach.

What are our Teacher's Learning Needs?

- What do we already know about our students' achievement?
- How have we contributed to existing student outcomes?
- What do we already know that we can use to promote high standards for all?
- What is our current focus?
- What do we need to learn to do to promote attaining high standards for all?
- What sources of evidence/knowledge can we use?

School Effectiveness Framework

Essential Components:

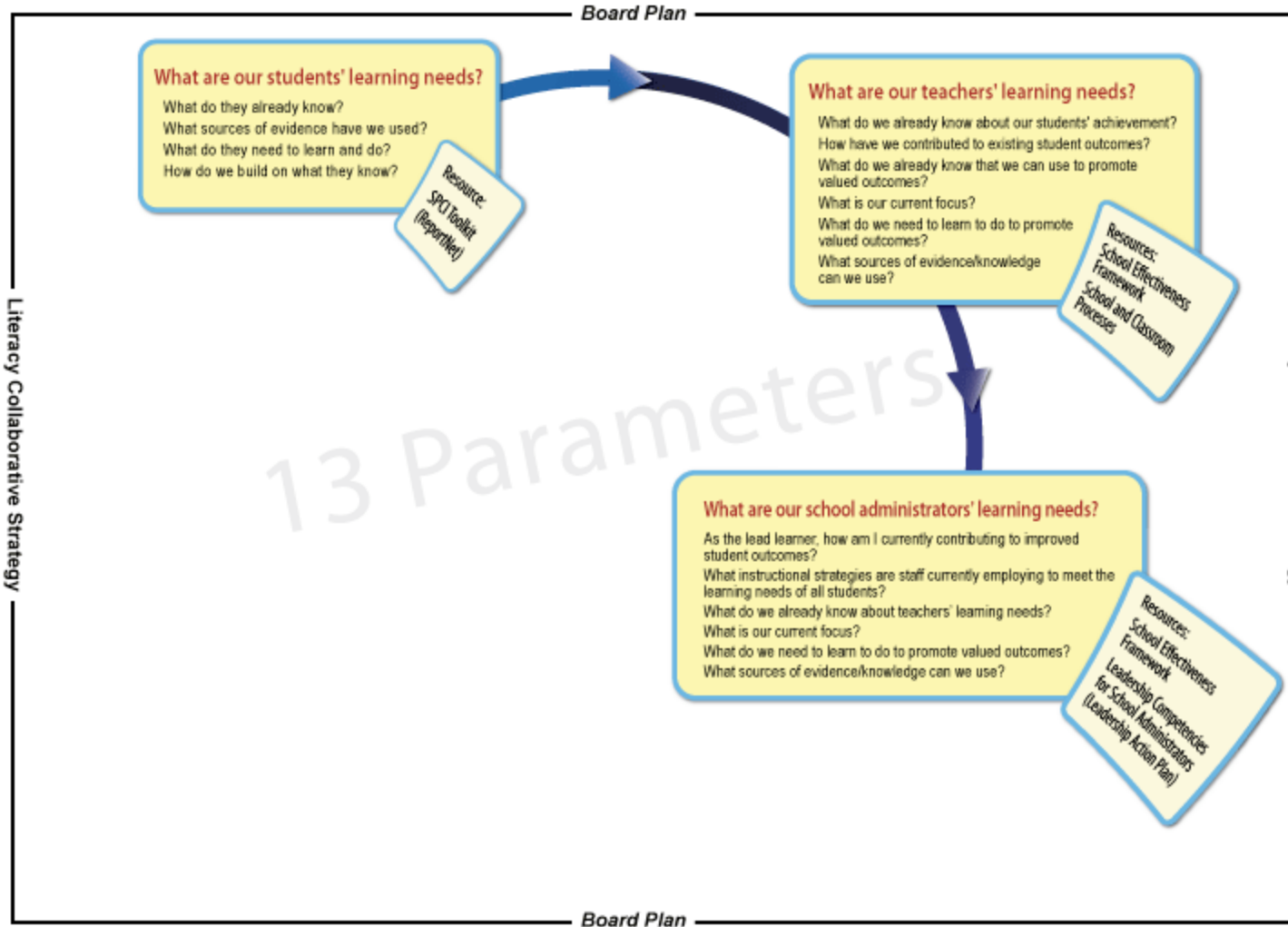
1. Student Learning and Achievement
2. Instructional Leadership
3. Assessment and Evaluation
4. Curriculum and Instruction

Teacher Learning Focus

Consider the data from the environmental scan, with a specific focus on:

- **Instructional strategies**
- **Organization of instructional components**
- **Assessment**
- **Teacher participation in Professional Learning Teams in the school.**

School Improvement Planning Process



What are our Principal Learning Needs?

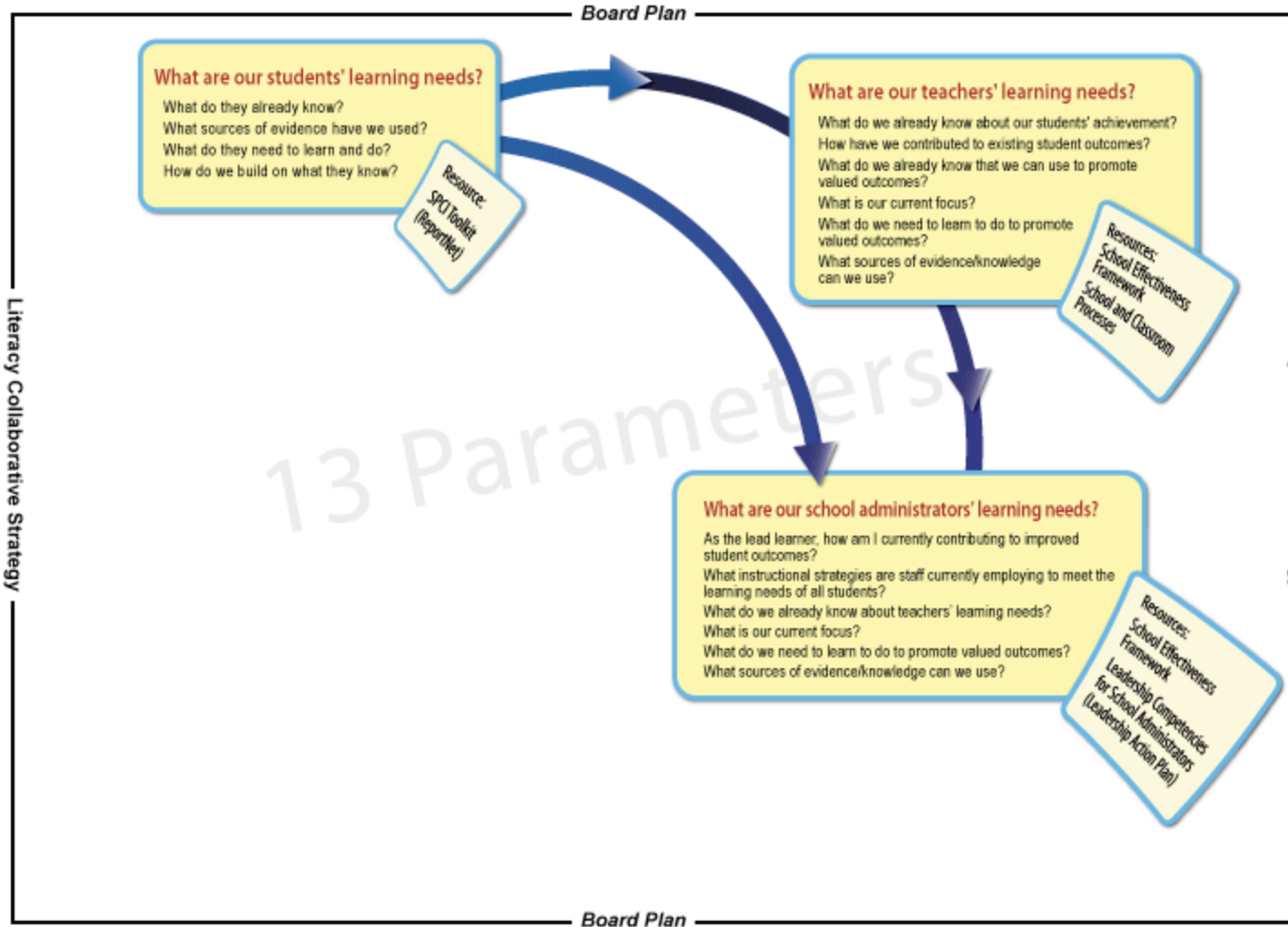
- As the **lead learner**, how am I currently contributing to improved student outcomes?
- What instructional strategies are staff currently employing to meet the learning needs of all students?
- What do we already know about teachers' learning needs?
- What is our current focus?
- What do we need to learn to promote high standards for all?
- What sources of evidence/knowledge can we use?

Principal Learning Need Considerations

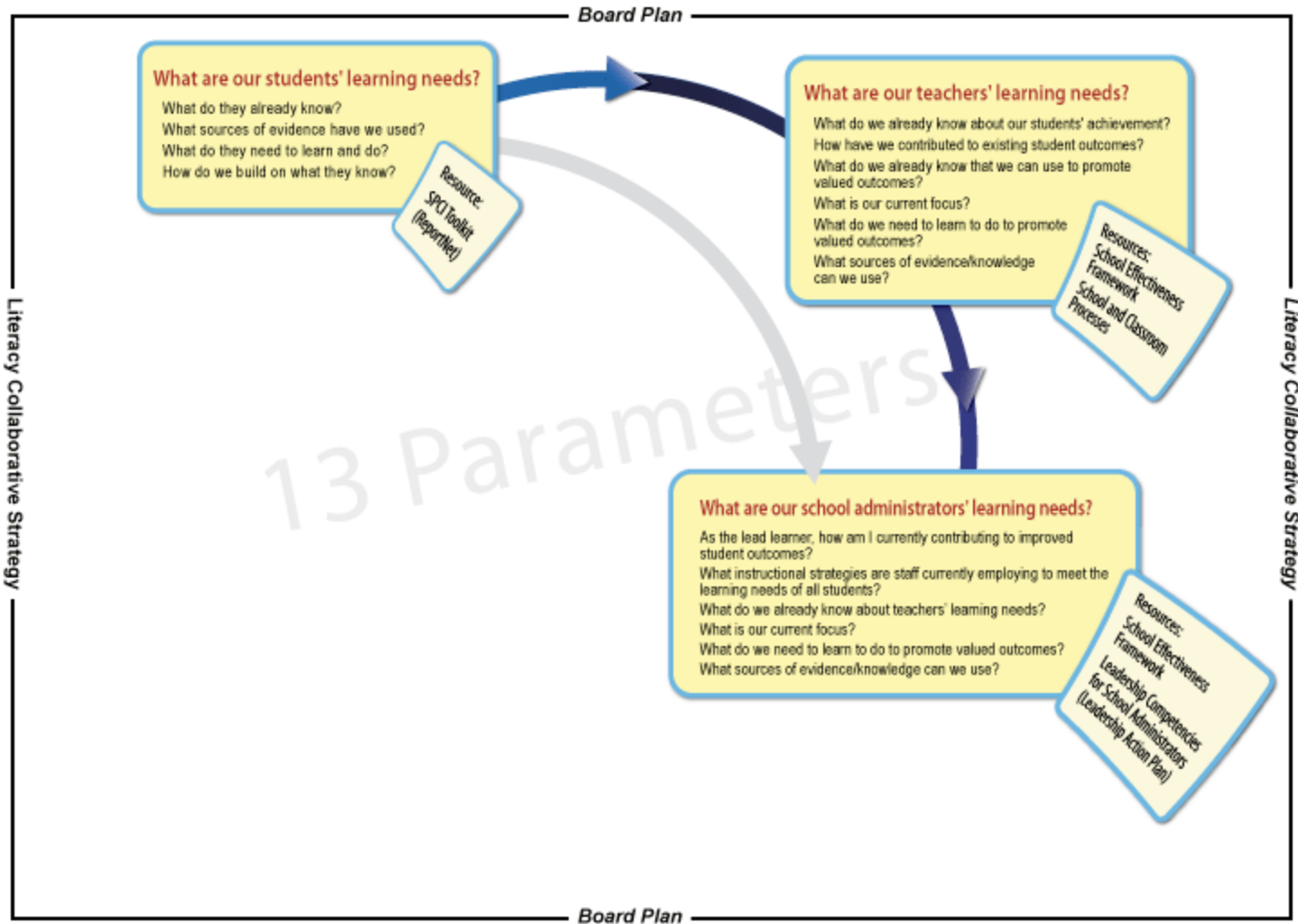
Leadership Framework for Principals and Vice-Principals

- Setting direction
- Building relationships and developing people
- Developing the organization
- Leading the instructional program
- Securing accountability

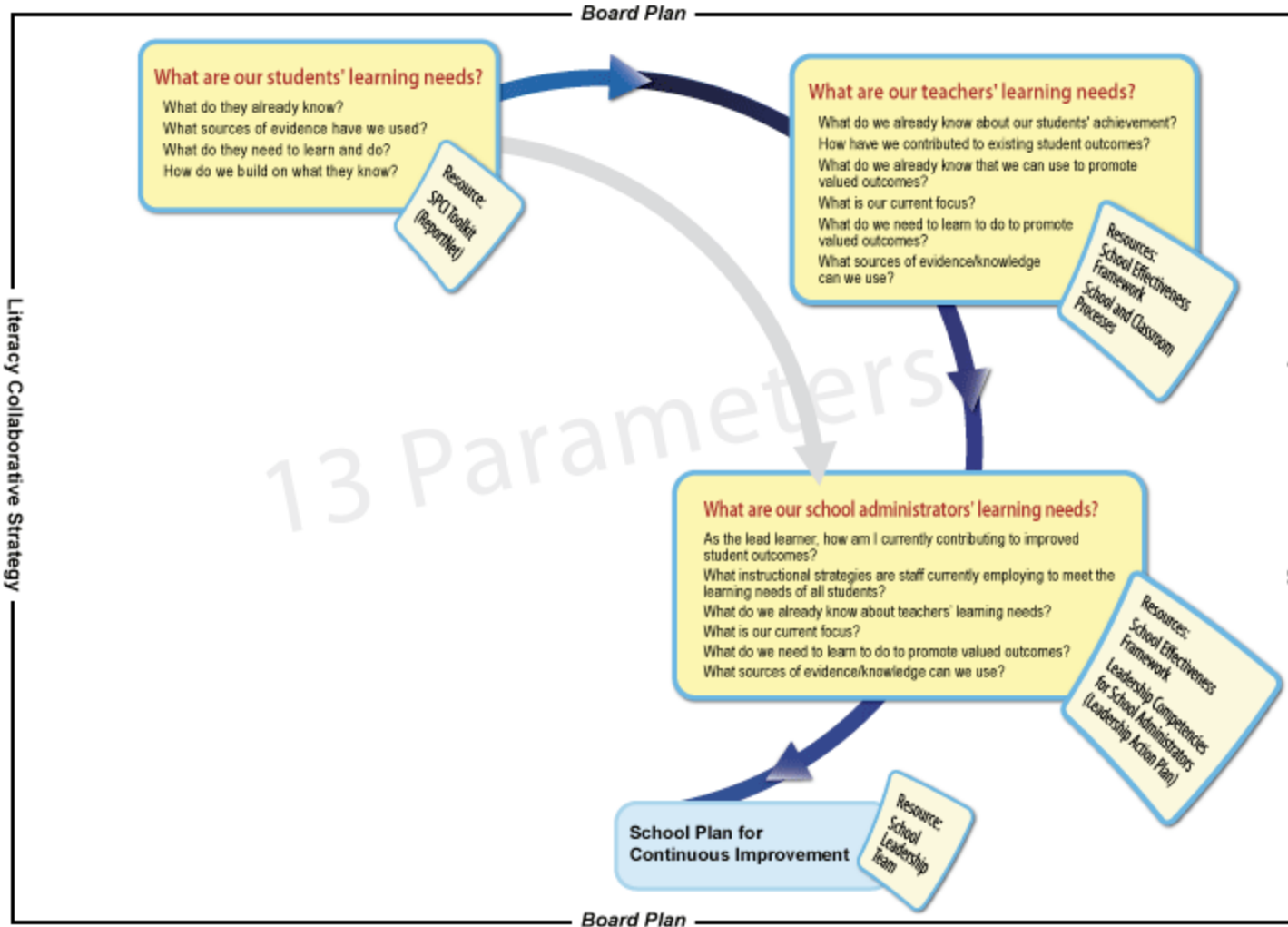
School Improvement Planning Process



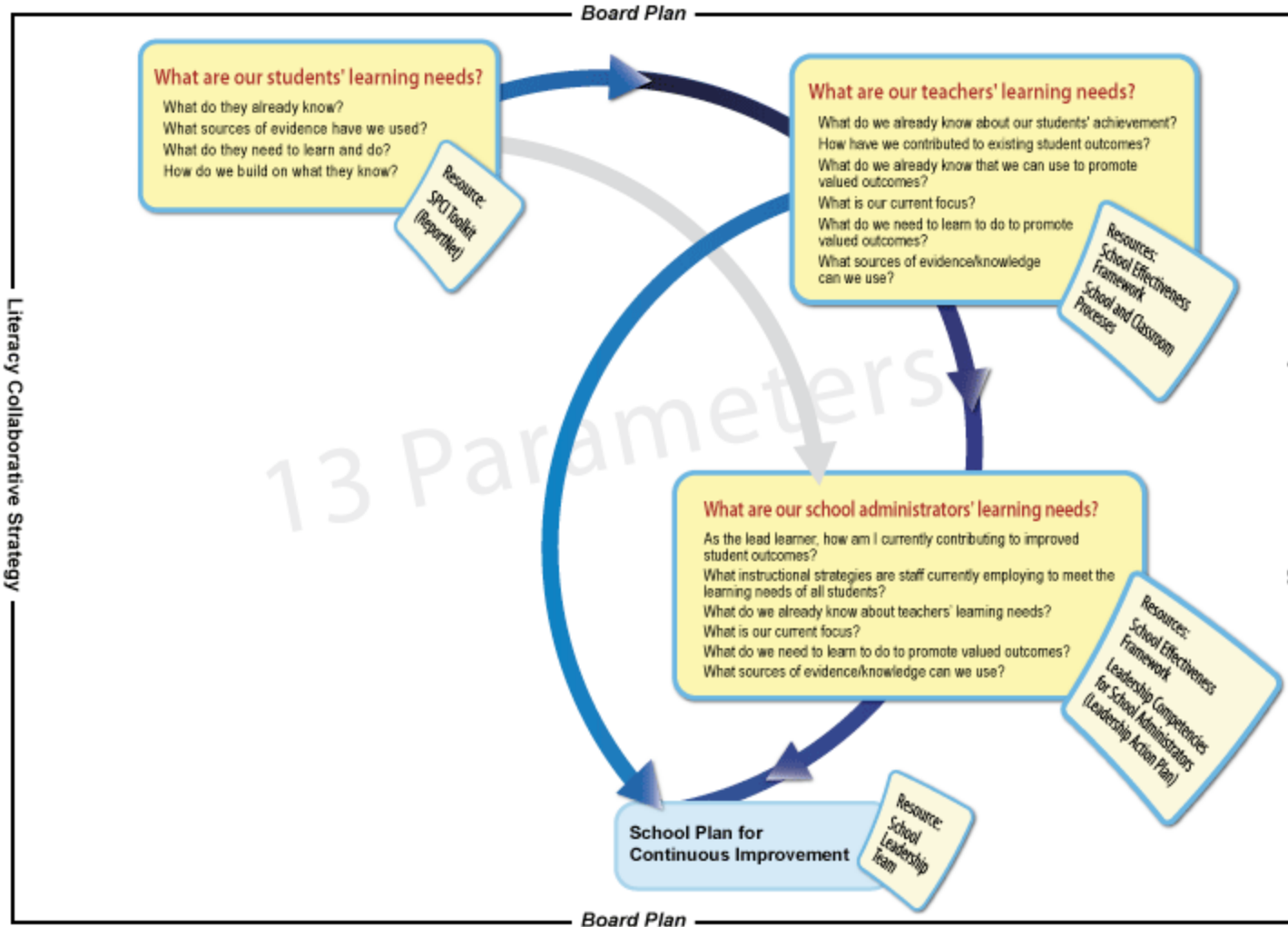
School Improvement Planning Process



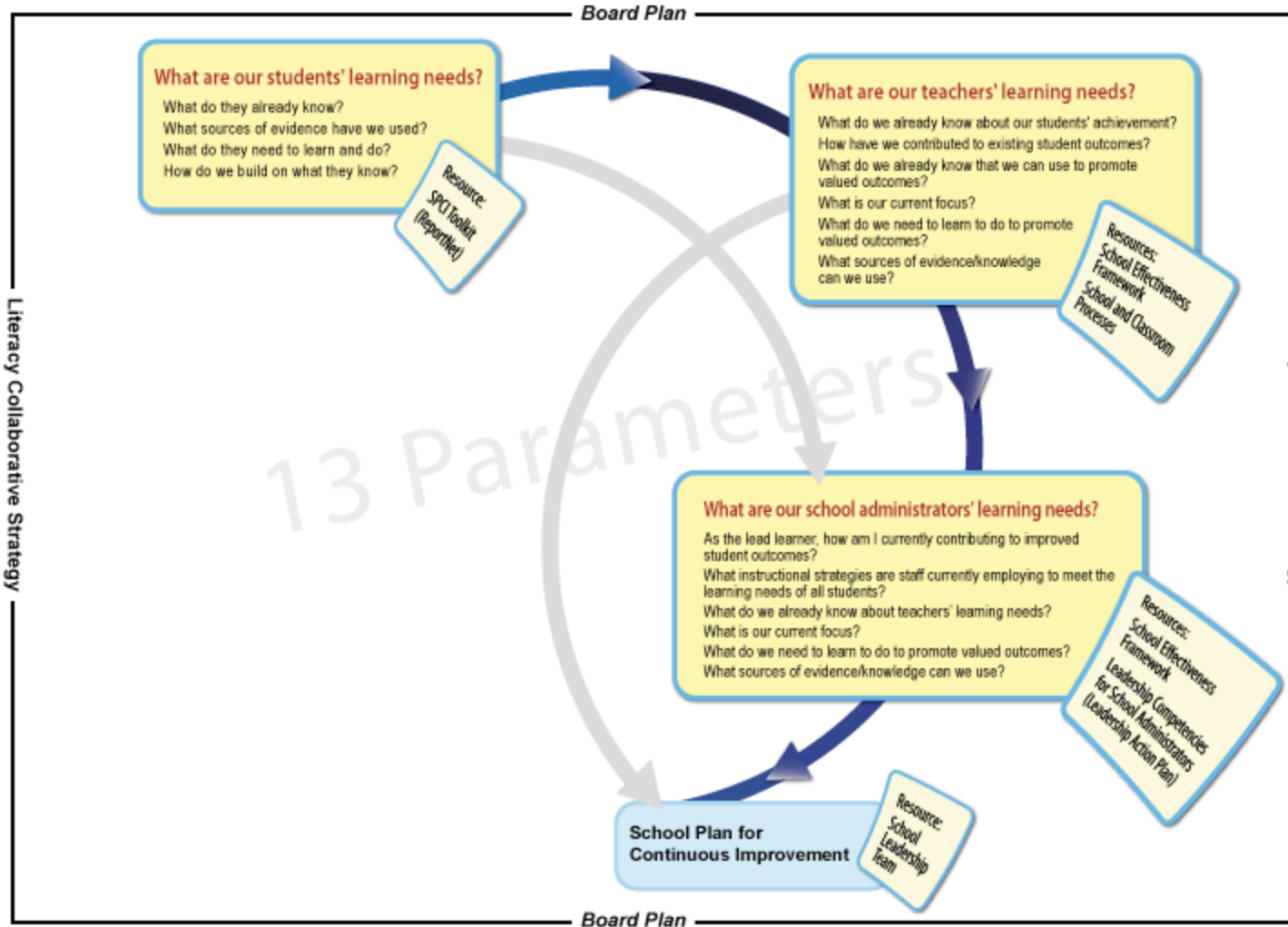
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