

PDIG Final Report

1. Project Description

Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.

Since we had already started this PDIG project last year (this is a continuation of our RTI binders), we did a recap of what we wanted to accomplish. We made a list of objectives for each day and then we continued to find and print resources for evaluations, levelled reading exercise for each competency, grammar, writing, reading skills, etc. We have been using our tracking binders for 2 years now and want to rework some elements that are not working for us. This process went well; we work well together and were thankful to have the time to discuss how tracking binders have been going. The difficulties were that it took MUCH longer than expected to print and place resources in binders. In the end we had to use extra time outside the PDIG covered hours of release. We are still not done putting the resources in binders. We worked from the school and are all teachers, therefore our day was continuously disrupted by students, issues, etc. We would have liked to of worked elsewhere but needed the photocopier. We also had trouble picking days to work on the PDIG because of all the activities going on at school, trips, exams etc. Our last difficulty was getting funds to buy materials to put our project together. At the beginning of the year we thought we could get the materials but because we waited until mid May to complete the copying, the operations budget was depleted. We then had to buy materials from our own pockets and made a request for funds from the PPO. We are waiting on that now. Our next challenge will be to introduce the resources to all the teachers and find a way to share them successfully with the whole school.

2. Project Goals

Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

Day 1- Activities & Related Goals:

Complete resource binders along with skills targeted with each levelled text.

- This goal was not finished. All the resources (for each reading level: 10 fiction and 10 non fiction) are printed except for the sets of books for each lesson. We need to get more binders for the last few reading levels and baskets to keep the books in. We will need to do this during a ped day once the materials are purchased since the PDIG deadline has passed.

Day 2- Activities & Related Goals:

Create a pacing guide for Language Arts for the year outlining reading and writing skills.

- Yes! We completed a new pacing guide with the most important skills outlined and will share it with all the other teachers.

Day 3- Activities & Related Goals:

Reorganize our already existing Class Trackers to make them more user friendly and add specific reading and writing skills, as well as create methods of intervention when a goal has not been reached. Creating a plan of action and schedule for meetings and interventions.

- Yes we have re-worked our class trackers and have it set up more efficiently and user friendly. We will begin to use them in September.

- As for the plan for interventions, this will need to be developed and discussed further. We have the class trackers to guide us but no official plan to implement them. We had the time to create all the resource materials but we will need to use them for a while to determine how best to put them into practice and follow through on interventions.

Day 4- Activities & Related Goals:

Prepare a presentation for staff and organize all materials, make copies of all documents and teacher binders and student portfolios - ready for immediate use. Meet with principal to discuss an action plan to implement our new resources, evaluations and discuss a way to make it user friendly within the school. Also to decide on cycle and language arts teacher meetings - pick dates in advance.

- All materials are almost all organized. We need another day to complete it.
- We did meet with the principal and discussed all that we accomplished and what is left to do.
- We did not pick dates for cycle meetings or for our presentation. It was discussed with the principal and decided that we would present during one of the PED days in August. He will work on getting shelves set up for all the resources during the summer.

3. Project Outcomes

Describe/show the gains that the participating teachers achieved through this project.

It was nice to have the time to sit and talk about what we teach, how we teach it, and how we can solve the problems that arise. There can sometimes be frustration among teachers, especially in the older grades, when certain reading and writing skills are not attained and it makes it difficult to move to a higher level. On the flip side, it can be frustrating for teachers in the younger grades to be overwhelmed with the responsibility to have students attain “at level” reading and writing when so many students are well below or have many learning difficulties. If we can find a way to communicate what we’ve done, how we are doing it, what interventions have been made, and what is successful or not, then we will all be on the same page: helping the students to progress. We don’t have time to discuss students at length or share our intervention plans, but we need to make the time to do it. Having a guide and a plan will hopefully make that easier. Making it user-friendly and simple is always the challenge. As soon as it’s “just one more thing to fill in”, we lose everyone – ourselves included! How can we remain accountable but not overwhelmed?

4. Reinvestment

Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.

If we can figure out an efficient way to track and follow through on interventions from kindergarten to Secondary one, I would say that could be very beneficial to any school looking to improve on RTI or communication amongst cycles and/or Language Arts teachers. We would love to see what other schools have in place and what works for them. We would love to visit a school that has an established tracking system for monitoring, planning and implementing interventions with students who are having difficulties. When you only have a few in your class that need continuous interventions, its one thing, when its 50% or more of your class, that is another! We seemed to be having more and more students arriving at the school already behind in their development. It becomes difficult to manage when the struggling students outnumber the “at level” students. We started the initiative to improve our tracking system a few years ago, but it has been essential to continue to adjust and make improvements so that the interventions are manageable and comprehensive for the next teacher.