

Reading Towards School Success

PDIG : Final Report - 2019



Team Members	St-Johns Elementary School
Valerie Caya	Vice-Principal
Lisa Romanini	Kindergarten Teacher
Kelly Mc Clay	Grade 1 Teacher
Jacqueline Price	Grade ½ Teacher
Deborah Devine	Grade 5/6 Teacher
Kelly Hicks	Grade ¾ Teacher
Tracy Taylor	Resource Teacher

Project Description:

At St-Johns, we have been focusing on identifying challenges for student success. In analyzing our situation, we noted our area of concern is **reading for meaning**. This creative, dynamic and caring school team came together to address this issue across all grades. Our **Reading Towards School Success** team set out to create a **kindergarten to grade 6 reading for meaning curriculum map** with an **annotated bibliography** of available **anchor texts** to accompany the curriculum map. The team wanted to centralize resources for the entire school team and engage all to be part of the conversation around reading for meaning at St-Johns.

Our PDIG covered the cost of four release days per teacher. We chose to be released on the same days, October 30th 2018, November 20th 2018, January 14th 2019 and January 18th 2019. October and November release days we concentrated on creating the curriculum maps and anchor texts lists. We prepared our presentations to the staff. Teachers on the PDIG team consulted with colleagues during their cycle meeting times. In January, the team revised the curriculum maps and annotated bibliographies. We also prepared a read aloud template activity for the staff in January. Teachers on the team were able to explore different resources such as The Reading Connection and other professional books supplied by the ELA consultant. The team was also able to finalize the organization of resources for the different cycles.

We found having a representative from every cycle to be very beneficial in the creation of our curriculum map. We also valued the time between our meetings for each cycle representative to consult with the rest for the school team for input. Every cycle gave feedback on the drafts and provided suggestions for their selected anchor texts. The RSB ELA consultant was also present to guide us. We consulted the QEP, Catching Readers Before They Fall by Pat Johnson and Kaite Keier, Who's Doing the Work by Jan Burkins and Kim Yaris, The Reading Strategies Book by Jennifer Serravallo. We were able to review the curriculum map documents during every session and worked on maintaining a common template from grade to grade. These discussions proved to be very valuable as they broaden the teachers' understanding of reading for meaning across all grades. We made a conscious decision to focus on the '**must dos**' for our reading for meaning curriculum map to make it manageable and be there to provide a benchmark for the teachers. The creation process went well.

We experienced some challenges with the template of our annotated bibliography and realized the curriculum map may remain a work in progress as we hope to continue to add possible resources to it. Our anchor texts have proven to be a valuable resources and as teachers use them more and more, we hope to add a bank of guiding questions to accompany each book. In order to have our documents completed to present to the staff, we also spent time outside of our 4 release days to work on our project.

Project Goals:

Goals	Degree of accomplishment	Details
Create a curriculum map Reading for meaning k-gr 6	Completed	See supporting documents.
Create annotated bibliography of anchor texts for each grade.	Completed	See supporting documents.
Centralize resources for teachers <ul style="list-style-type: none"> • Anchor texts • Sign out/storage system • Professional books 	Completed	Every cycle has stored the anchor texts in a chosen areas with a sign out system.
Bringing to life – Sustainability Getting the rest of the school to embrace the curriculum map as the must dos when addressing reading for meaning with their students.	In progress We have started incorporating the work we have done on this grant in our staff meetings. We've done an activity on getting to know the texts, distributed the curriculum map and presented a planning for your read aloud template in our staff meetings. We need to keep doing this on a monthly basis to keep our goal.	See supporting power point presentation and pictures of teachers in action. PDIG team met with cycle teams as we were working on the curriculum map, input taken for the ordering of anchor texts, updates given at each staff meeting and incorporating 15 min reading for meaning PD sessions in our monthly staff meetings. Consultants have also been able to be present for two meetings.

Project Outcomes:

Increased collaboration and professional development among staff. Teachers that were part of this grant are now the onsite experts for the rest of the staff. Resources are centralized for easy access to all. Anchor texts have been order and delivered. Annotated bibliographies are complete and distributed to the staff. We are hoping that with these added resources onsite, teachers will continue to develop their understanding of reading instruction across grade levels.

Reinvestment

Other schools are welcomed to consult our curriculum map as a springboard for what reading for meaning looks like in their school. What are the must dos for their schools and what resources are available or needed to help further develop the skills necessary to be able to read for meaning? We strongly encourage school teams to take part in the conversations needed to create a curriculum map. It is through professional conversations and support of the ELA consultants that our team was able to create these documents. Our annotated bibliographies could also be a good resource for schools looking to purchase books to create their must reads for each grade level.

We are now fortunate to have a cohort of experts amongst our school team with a representative from each cycle. Their initiative to facilitate discussions and activities related to reading for meaning to staff during our monthly staff meetings will help us fulfill our commitment to addressing reading for meaning for all our students.

Supporting documents

Please see the attached documents mentioned above.

- ✓ Curriculum Maps : Kindergarten to grade 6
- ✓ Annotated bibliographies: Kindergarten to grade 6
- ✓ Power point presentation: Launch of Reading Towards Success with school team
- ✓ Pictures
- ✓ Read Aloud planning document template

Many thanks to **LCEEQ** for making such projects possible. Without this funding, we would not have been able to meet as a team to bring this initiative to our school.

