

**École TM Roberts FESL: 2022-2023
(Framework for Enhancing Student Learning)**

*Michelle Sartorel ~ Principal
Carlene Lochrie ~ Vice Principal*



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*~ all students at an emerging assessed reading level will gain the needed skills to move along to a performance standard of **developing** setting the stage for continued success*

*~ all students at a developing assessed reading level will gain the skills needed to move along to a performance standard of **proficient***

The École TM Roberts learning community is made up of a diverse population of 335 students. We have 49 students with an IEP and 33 students with a Student Support Plan. 20% of our students have aboriginal ancestry and our demographics range from extreme poverty to affluent households where both parents work, and students are managing school life independently.

The entire staff at École TM Roberts are supporting the process of increasing attention and support to reading and overall literacy. This past year the teaching staff ensured that every grade had data provided and assessment results that were based on a more consistent set of tools. Teachers are committed to seeing their students gain increased success and are working toward the ultimate goal of every student having increased success, gained greater confidence, and feeling a sense of emotional stability.

Covid put our schools into seriously isolated teaching worlds where for 2.5 years teachers have been required to manage and support students independently. In the spring of 2022, the Covid measures began to lift resulting in a cautious shift toward what we once knew. It has been very exciting to witness collaboration and see staff lean on each other. The intentional collection of data has been purposeful in that it has provided a more accurate picture of the students in need of greater attention and more intensive support. Teachers have requested student reading data from the June 2022 results and are looking to next steps for their individual learners; “knowledge is power” and the data provided a vital key.

In late May of 2022, Erin Jones provided a full day of literacy in-service for all intermediate teachers (both English and French Immersion) and will be meeting with all primary teachers and the school librarian from École TM Roberts at the end of September. Erin has provided some in-service on the Heggerty Toolkit and will be focusing support on phonemic intervention lessons with the intentional purpose of helping to ‘bridge the gap’ for our students not yet at proficiency.

Educational Objective: In our dual track school, there is an expressed desire to see improvement in literacy for both our English and French Immersion students; ensuring increased success, growing confidence, and greater emotional stability.

Why:

- Literacy is the basis and foundation of all other subject areas; it is a predictor of future success
- We are finding that an increasing number of students are struggling with reading because they are not equipped with the strategies to decode the text and gain understanding
- A strong focus/emphasis on learning to read in the primary grades is vital to help ensure students will be successful throughout their schooling
- To increase our students' ability to decode, become more fluent and increase their comprehension skills will in turn help them in all other areas of their learning

Objective

- Students will show improvement/growth over the course of the year by moving along the continuum of learning
- All students will be meeting or exceeding literacy expectations for each grade level by June 2023

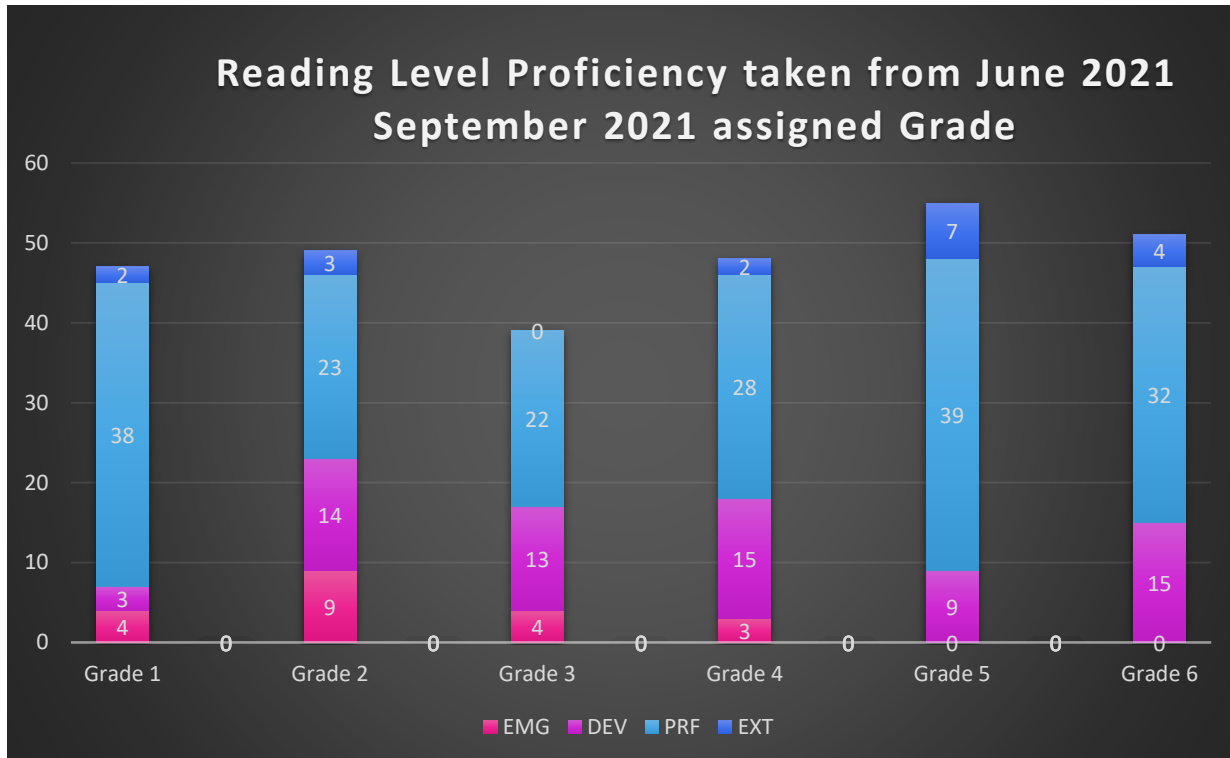
Target:

- to have all students at a *developing* assessed reading level gain the skills to move along to a performance standard of *proficient*
- to have all students at an *emerging* assessed reading level gain the skills to move along to a performance standard of *developing and ultimately to proficient*

Data to support the target: (Part 1)- Reading levels

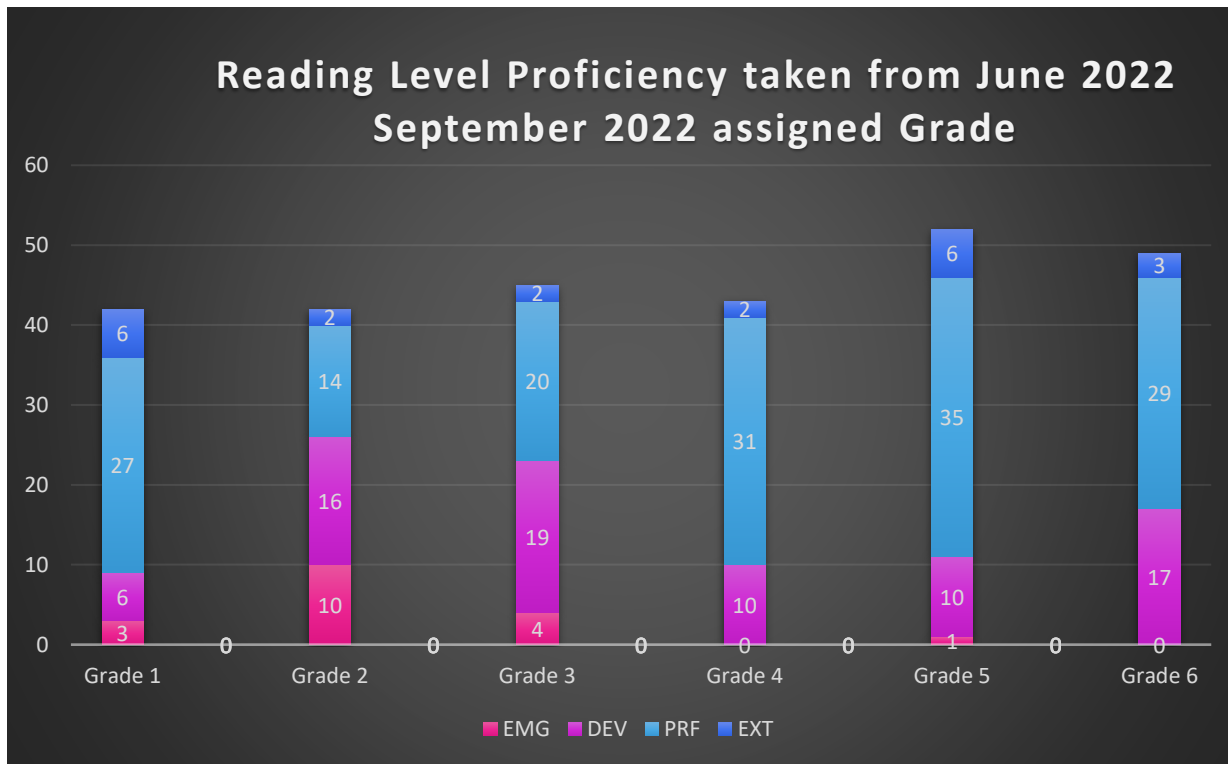
Pre-data from June 2021

At all grade levels at École TM Roberts the graph indicates that there are students who are not yet at a proficient reading level and while this 2021 data is based on a variety of assessment tools, it gave a good starting point for our initiative to support students in increasing their reading success.



Data from June 2022:

The June 2022 data was potentially more consistent as a result of the use of fewer assessment tools; it is still evident that the number of students not yet at proficiency continues to be high.

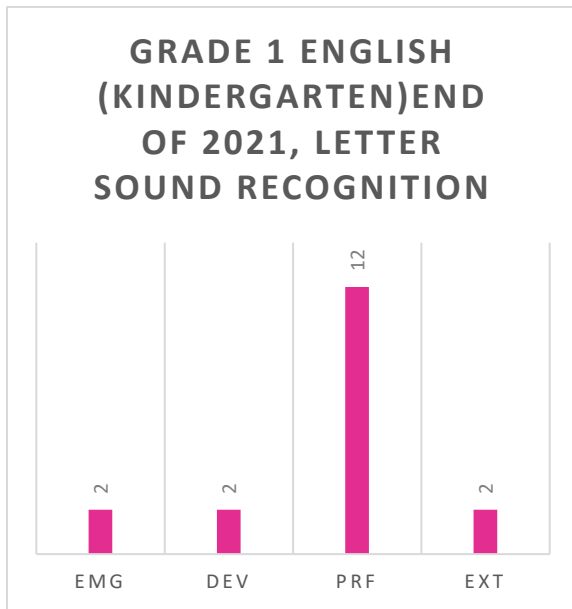


Some hunches regarding potential contributing factors for our student learners facing challenges in their literacy growth:

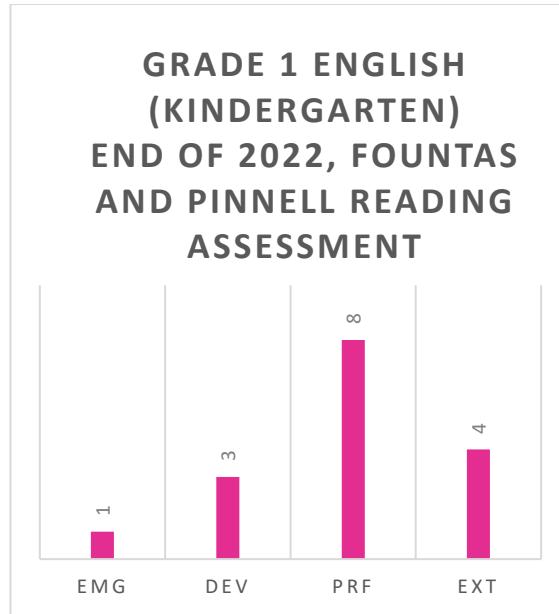
- **Disruption to classroom learning because students were at home for 4 months in 2020**
- **Learning restructuring and multiple isolation notifications in 2021**
- **Buddy reading, One to One reading, and PAWS were all suspended**
- **Parents have been tasked with much of the challenge of trying to support their child's reading growth from home**
- **Parents supporting reading in French without having the knowledge of French sounds or in English without the necessary foundational building background**
- **Staffing continuity or lack of, has meant that some students have experienced multiple teachers; some without the skills and knowledge in French and or continuity and follow through in English**
- **ÉTMR offers an Early French Immersion program that is inclusive to all learners where literacy instruction in K-3 is meant to be offered 100% in French if a child is in French Immersion**
- **The variety of assessment tools used by teachers resulted in data that showed different stories, measured different skills, and provided levels and information with varied results – it was difficult to discern where there were consistencies**

ENGLISH DATA

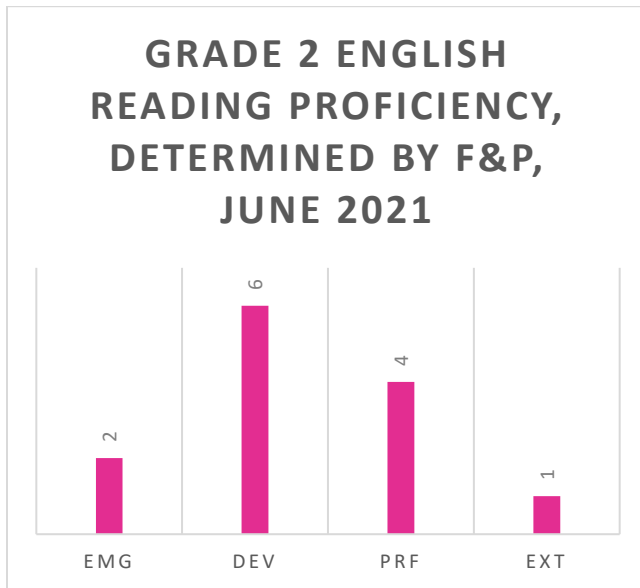
Data to support the target – (Part 2) – number of students not yet meeting proficiency by grade level:



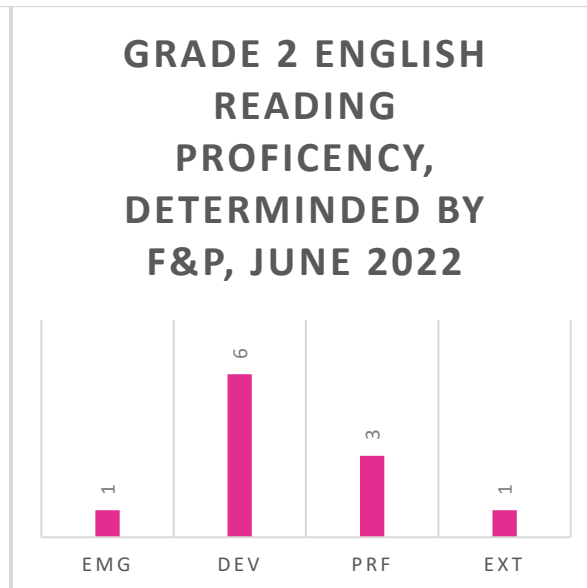
Below proficiency level: 4 students



Below proficiency level: 4 students



Below proficiency level: 8 students



Below proficiency level: 7 students

**GRADE 3 ENGLISH
READING PROFICIENCY
DETERMINED BY F&P,
END OF GRADE 2,
2021**



Below proficiency level: 5 students

**GRADE 3 ENGLISH
READING
PROFICIENCY
DETERMINED BY F&P,
END OF GRADE 3
2022**



Below proficiency level: 7 students

**GRADE 4 ENGLISH
READING
PROFICIENCY, END OF
GRADE 3, 2021**



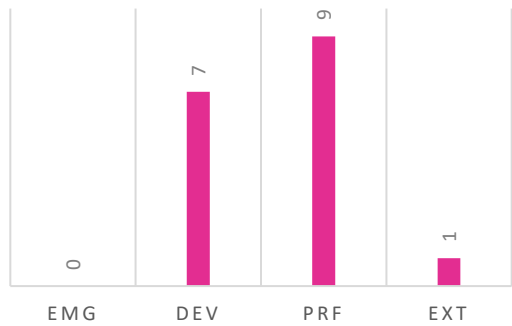
Below proficiency level: 7 students

**GRADE 4 ENGLISH
READING
PROFICIENCY, END OF
GRADE 4 2022**



Below proficiency level: 4 students

GRADE 5 READING PROFICIENCY, END OF GRADE 4, 2021



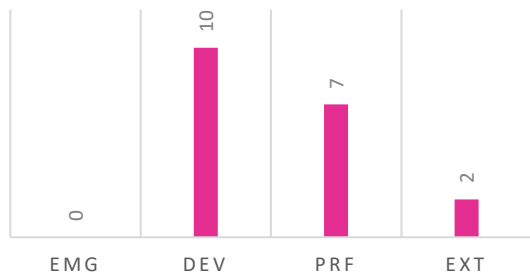
Below proficiency level: 7 students

GRADE 5 READING PROFICIENCY, END OF GRADE 5, 2022



Below proficiency level: 5 students

GRADE 6 READING PROFICIENCY, END OF GRADE 5, 2021



Below proficiency level: 10 students

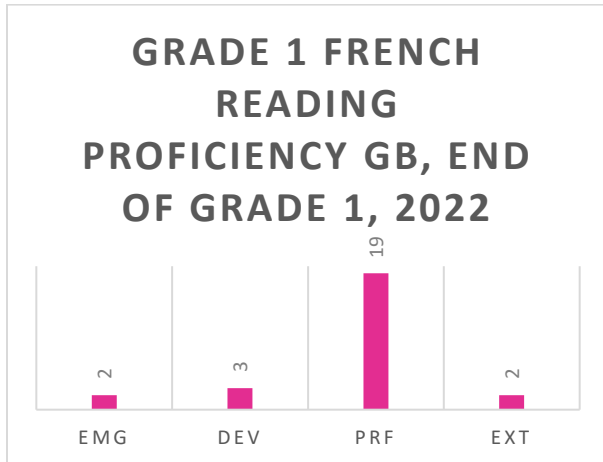
GRADE 6 READING PROFICIENCY, END OF GRADE 6, 2022



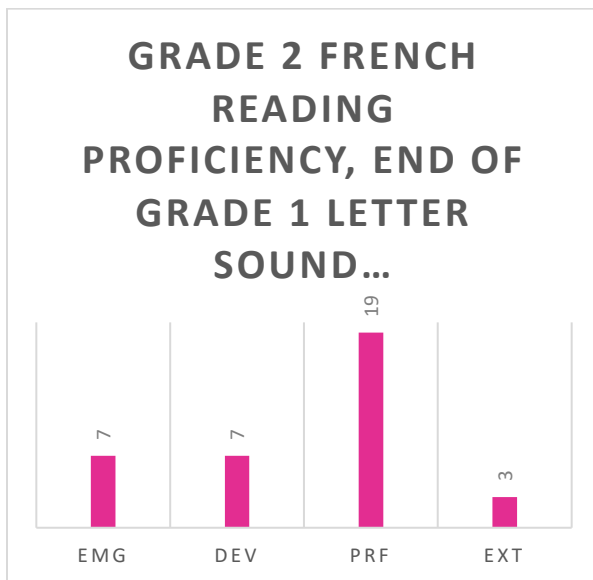
Below proficiency level: 8 students

FRENCH IMMERSION DATA

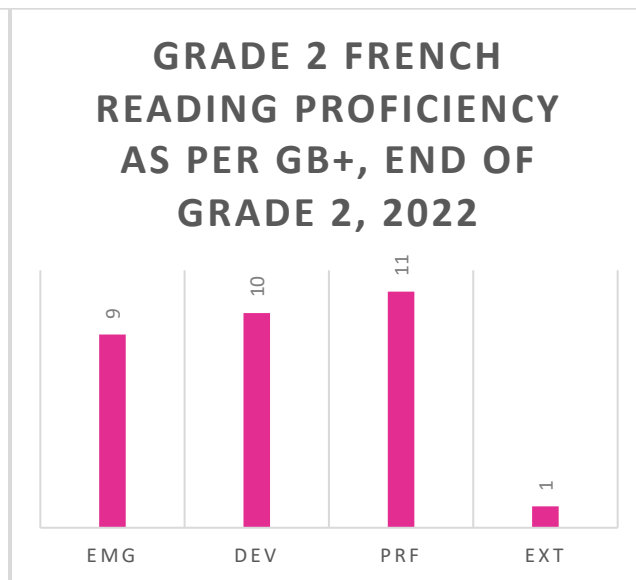
This year's grade 1 class is reported to have good knowledge of letter sounds, credited to the Kindergarten program the year prior using "Raconte-moi l'alphabet" to teach French letter sounds. This is the first year that both grade 1 teachers have been able to administer GB+ reading assessment for the majority of the students. Teachers reported that most gains occurred in the second half of the year once masks could be removed.



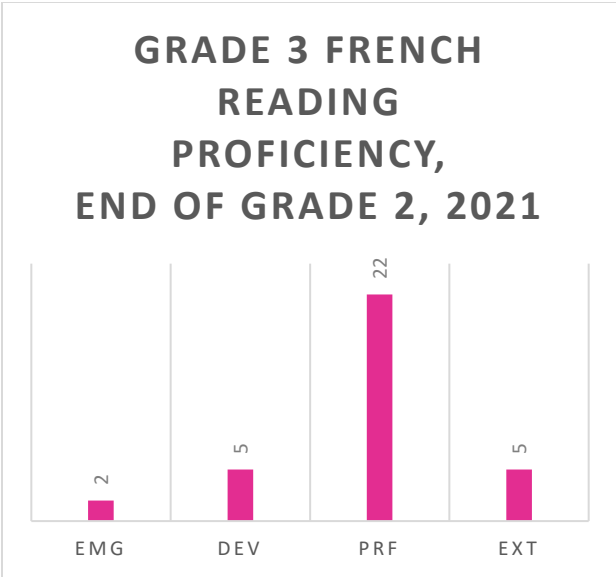
Below proficiency level: 5 students



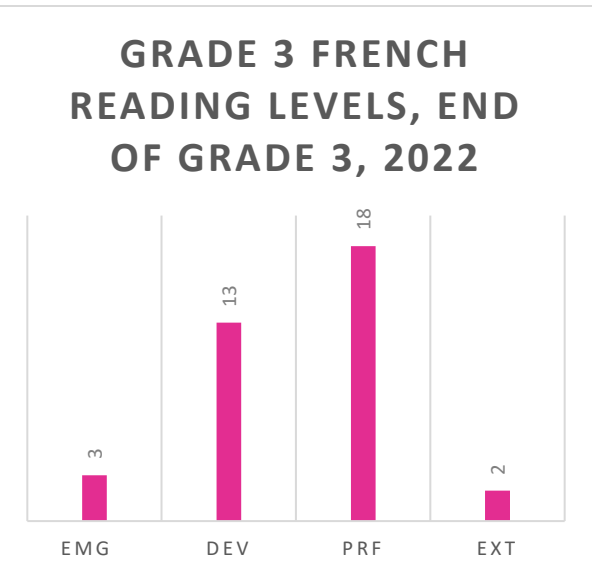
Below proficiency level: 14 students



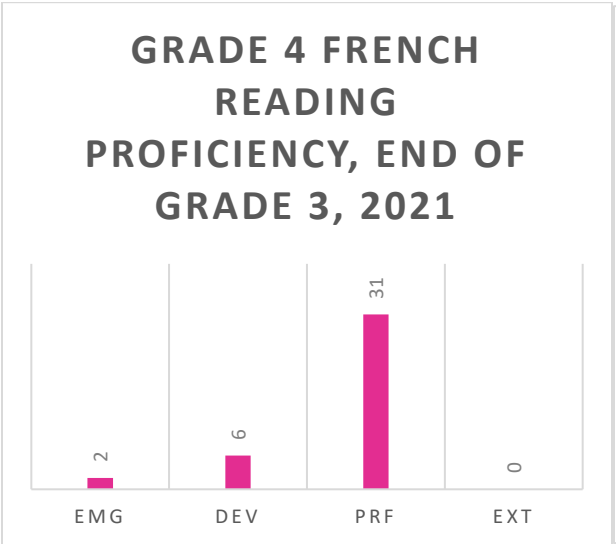
Below proficiency level: 19 students



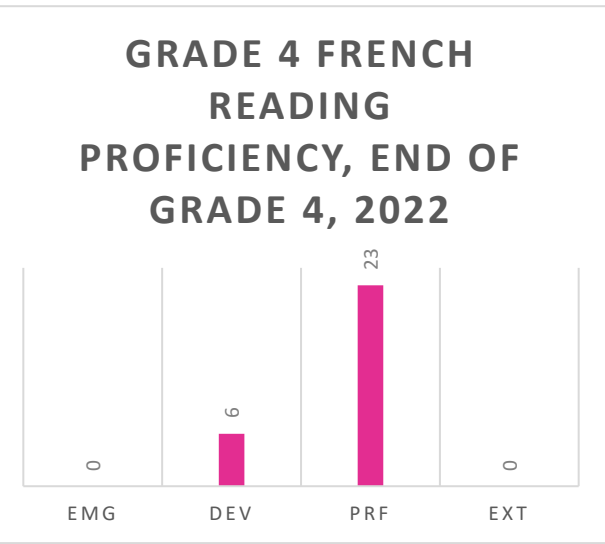
Below proficiency level: 7 students



Below proficiency level: 16 students

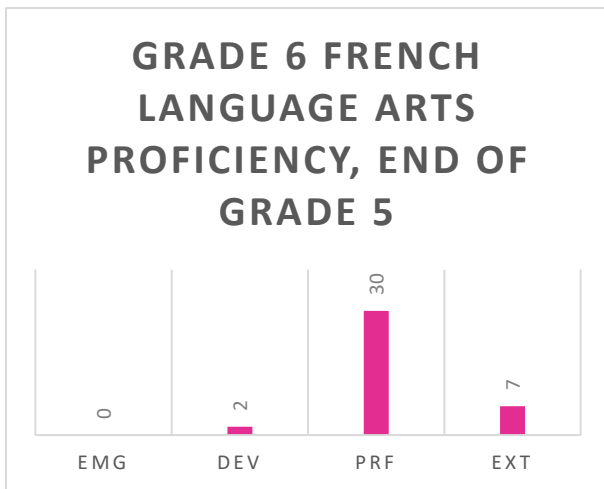


Below proficiency level: 8 students

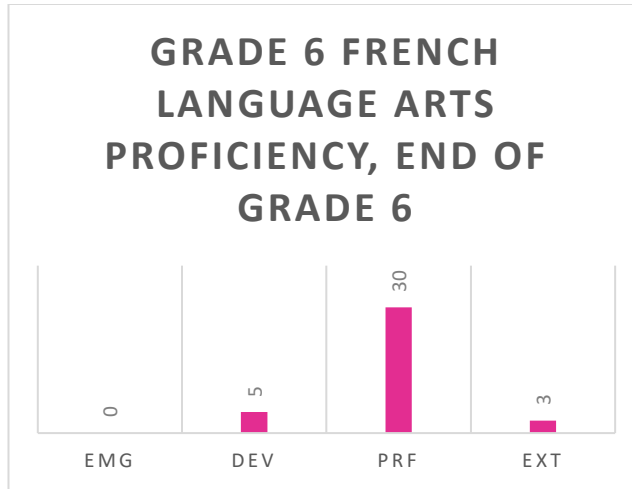


Below proficiency level: 6 students

Data for grade 5 students was not collected due to unanticipated health interruptions. Therefore, only a small group of students had a reading assessment administered. This group of students experienced a variety of assessments, which made the grade 5 growth difficult to accurately document. However, the students who are not yet at a proficiency level have been identified and the 2022-2023 teachers are aware those students who will require attention, intervention, and support.



Below proficiency level: 2 students



Below proficiency level: 5 students

Action Plan: what are we doing to stay the course and move in a forward direction

Reading data collected in June 2022 is as follows:

- 9 grade 1 learners are not yet at grade level**
- 26 grade 2 learners are not yet at grade level**
- 26 grade 3 learners are not yet at grade level**
- 10 grade 4 learners are not yet at grade level**
- 14 grade 5 learners are not yet at grade level**
- 13 grade 6 learning are not yet reading at grade level**

Reducing the number of students not yet at grade level by 50% by January of 2023 will be goal one. All students will be receiving greater attention to the reading processes and the following plans, conversations and strategies are currently being implemented or are soon to be:

- A consistent assessment tool so that “*proficient*” will look the same across the grades and in both French and English will continue to be used – currently Fountas & Pinnell Reading Assessment (English) GB+ (French) levelled to align and match F&P levels**
- In the 2022-2023 school year Grade 3 teachers will be provided in-service on utilizing the Fountas and Pinnell assessment tools**
- From the results of the Fountas and Pinnell reading assessment, student challenges will be identified; Student Services will then be able to create reading groups for intensive 1-1 or small group support that targets specific skills**
- Student Services will assist teachers in looking at their literacy programs and provide support in classes so that they can then work more closely with their developing and emerging readers**
- Erin Jones SD5 Literacy Support Teacher will provide guidance, and further support, and strategic tips and tools for assessing and supporting our vulnerable learners with the following strategies and foci:**

- a) **Explicit teaching of phonemic awareness skills**
- b) **Systematic teaching of phonic decoding skills**
- c) **Vocabulary development**
- d) **Fluency development**
- e) **Comprehension**
- f) **Writing**

We believe:

A consistent continuum of learning is vital; from class to class, grade to grade and school to school, a district-wide assessment for the purpose of a uniform and same measure for all, would afford teachers the ability to communicate student needs with greater clarity resulting in reduced interpretation, and increased knowledge regarding student needs.

All students will benefit from the ongoing sharing of Erin's findings; teachers will receive continued programming strategies from her as the district Literacy Support teacher. Erin's work toward a common district wide-assessment tool will provide that increased consistency and more accurate data resulting in fewer students facing the challenges of literacy gaps.

A learning continuum that is parallel in both English and French to ensure that students who struggle and move from the French program into the English program continue to receive ongoing consistent instruction.

If we better identify opportunities to support literacy growth across all classrooms that intentionally use strategies for vocabulary, direct teaching of how to access information not found in paragraphs, and other cross-curricular skills that overall student literacy will improve.

Parent volunteers providing reading opportunities and connected experiences is a vital opportunity for many of our budding readers and this has been missed in these past 3 years.

The continued acquisition of more resources for reading groups and Daily 5 activities that include Indigenous education and guided reading leveled books will provide increased interest and diversity.

Stake Holder Feedback:

The initial FESL overview and proposed planning was shared with the PAC at their first meeting of the year and with École TM Roberts staff at their staff meeting. The document with formalized data and collected information will now be sent to the PAC and Staff with the request that feedback, suggestions, and questions be provided in order to further grow the learning success of our students by digging deeper into next steps.

PAC: Provided funds to support the literacy initiatives undertaken last year and were very supportive of the direction the FESL was going to support all learners on their literacy journey.

TMR Staff: Are working with Erin Jones and taking strategies back to their classrooms; appreciated the data collected and are putting it to use. They are a team of educators who are continually seeking knowledge and are curious about ways to do more to support student learners and recognize the need to focus on those who are needing added attention.

ABED Support Worker:

1. Has noted students of aboriginal ancestry who are not yet at a proficiency level and has shared this information with their teachers. She will be monitoring success over the course of this year.
2. Should it be deemed helpful to specific student, she will apply for funding for tutoring.
3. Is working to acquire more Indigenous resources and information for the teachers of students identified as requiring more intervention.
4. Is working with the librarian to house Indigenous literacy learning bins in the library.