

# École TM Roberts School Growth Plan: 2023-2024

## Working together to make a difference.

**Principal: Michelle Sartorel**  
**Vice-Principal: Carlene Lochrie**



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

Ecole TM Roberts learning community is made up of a diverse population of 332 students. We have 47 students with an IEP to support their learning goals and 30 students with a Student Support Plan. 20% of our students have indigenous ancestry and the demographics of our community range from extreme poverty to affluent households where both parents work, and students are managing school and after school opportunities independently.

The entire staff at Ecole TM Roberts continue to support the goal of providing increased supports to help improve reading and overall literacy success for all students. For two years, the teaching staff have ensured that every grade had data and assessment results. Teachers committed to seeing their students gain increased success and worked toward the goal of every student acquiring their own personal success, gaining greater confidence, and feeling positive as learners.

Following a disruption due to COVID 19, in late spring of 2023, volunteer readers were welcomed, PAWS rejoined our community, and the local Bucks hockey team began sharing reading time with our students both in English and in French. This very positive and much needed momentum that we believe will help take our learners in the right direction is a vital aspect of support for struggling readers that many do not get due to home and life circumstances. Additionally, for those who do have the opportunity to engage in reading time at home, the reading incentive program will continue as a way to further promote the value of reading every day.

Staff continue to reach out and learn from each other and are welcoming the expertise and support from our district literacy support teacher Erin Jones. Marzia Bottoni continues to support literacy learning in French Immersion.

The ongoing collection of data has been purposeful in that it continues to provide a lens to help focus on those students in need of greater attention and more intensive support. Once again, teachers requested student reading data from the June results and are looking to next steps for their individual learners.

In 2023, Erin Jones provided continued literacy in-service and support for intermediate teachers (both English and French Immersion) and she then made a shift to providing a new reading support program for primary learners. UFLI has taken off at Ecole TM Roberts for the

English learners and Erin Jones and Marzia Bottoni are currently working to support the French Immersion early learners in acquiring resources and plans for common assessments for this group of learners as well. The use of the Heggerty Toolkit made traction last year and the focus of supporting phonemic intervention lessons with the intentional purpose of helping to 'bridge the gap' for students not yet at proficiency was very apparent in many English classrooms.

Additionally, a very successful boost to the literacy initiatives being undertaken at École TM Roberts has come from the school librarian who is providing co-teaching literacy support opportunities so she and the classroom teacher can work to promote and grow engaged learning that is reaching the diverse needs of learners that we are now seeing in any given 21<sup>st</sup> century classroom.

**Educational Objective:** In our dual track school, there is a continued desire to see improvement in literacy for both the English and French Immersion students; ensuring increased success, growing confidence, and greater emotional stability is gained by all.

**Why:** (increased attention and support for reading and overall literacy)

- Literacy is the basis and foundation of all other subject areas; it is a predictor of future success.
- 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 ensure students will be successful throughout their schooling.
- An increase in students' ability to decode, become more fluent and increase their comprehension skills will ensure greater success in all other areas of their learning.

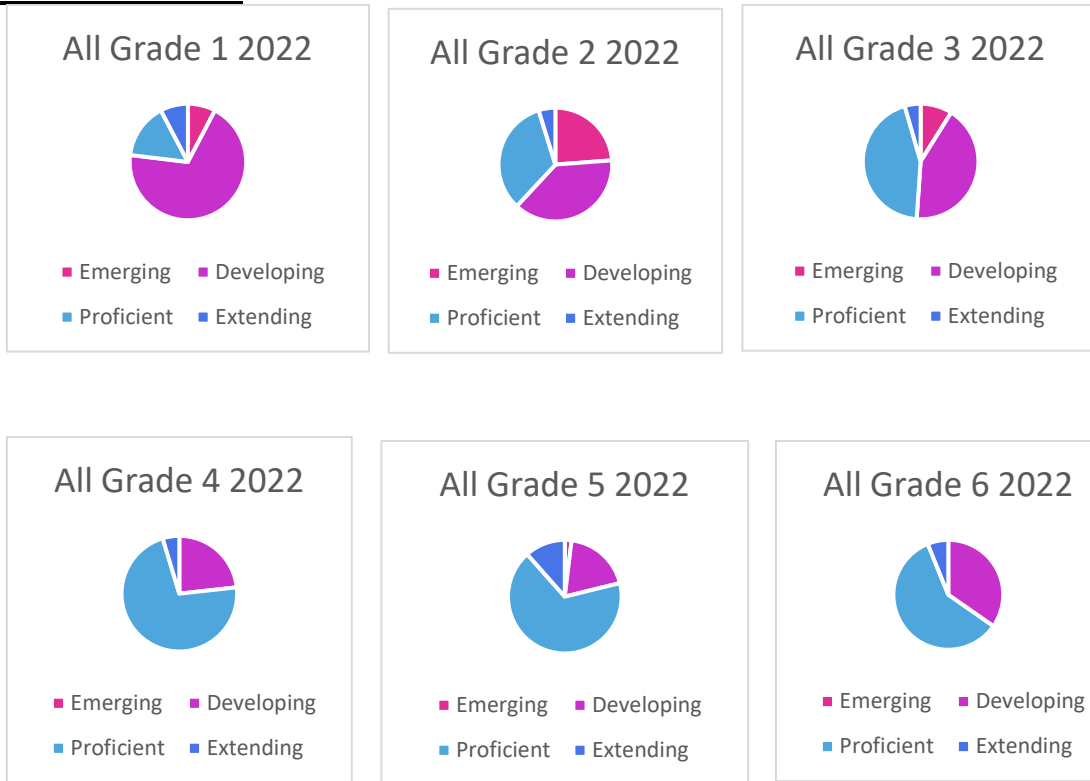
**Objective:**

- Students will show growth in literacy over the course of the year by moving along the continuum of learning.

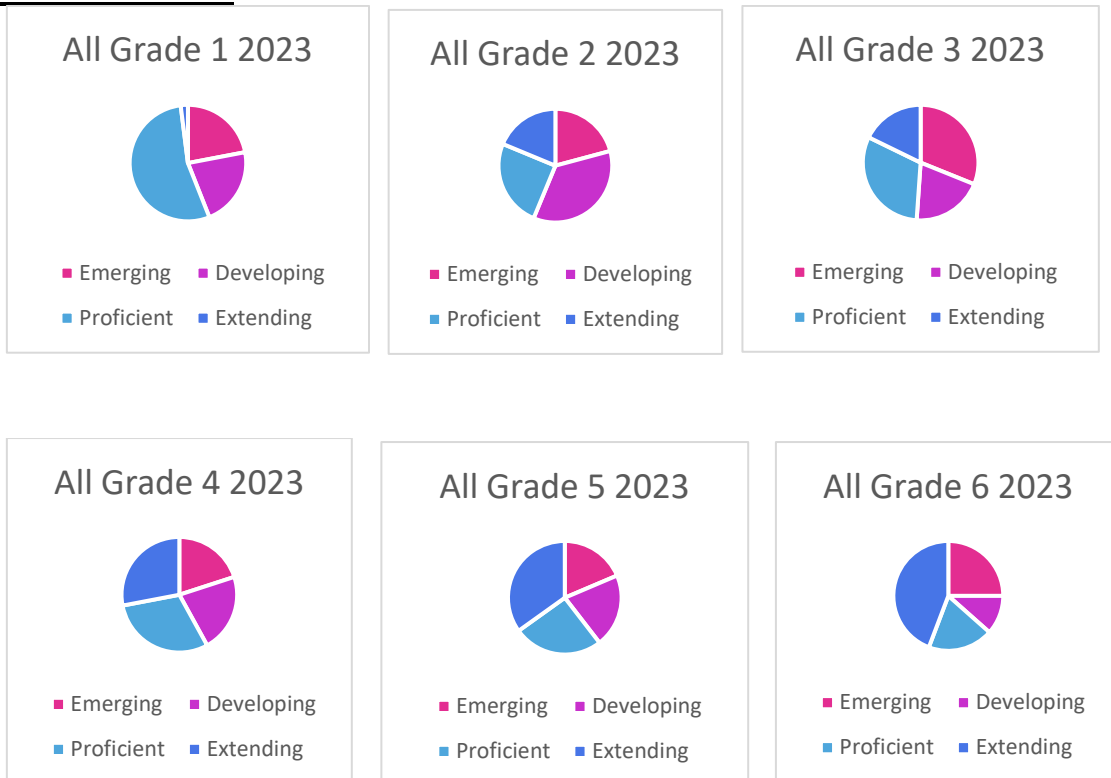
**Target:** (by the end of the 2023 - 2024 school year)

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

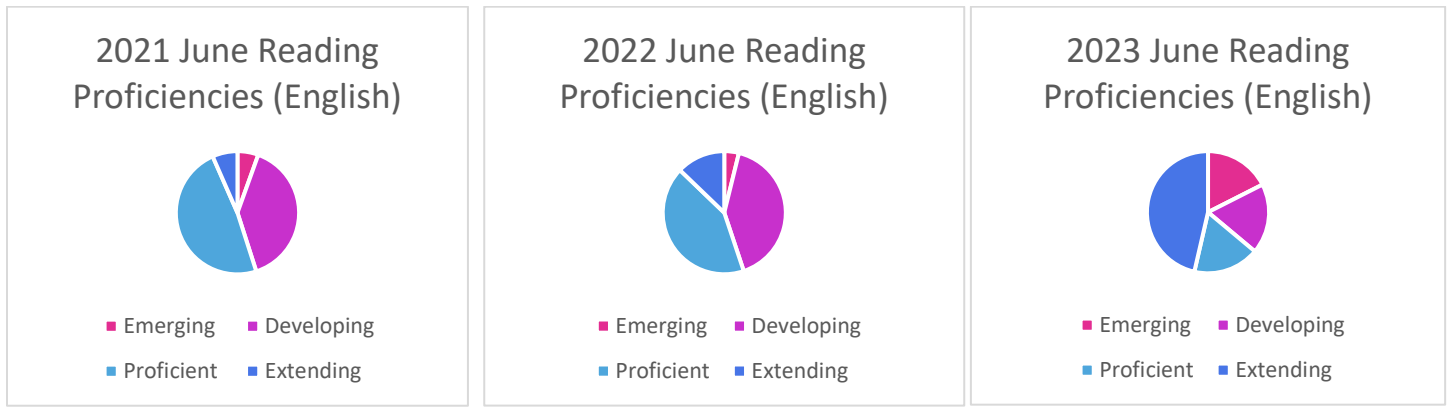
## Data from June 2022 – All Students



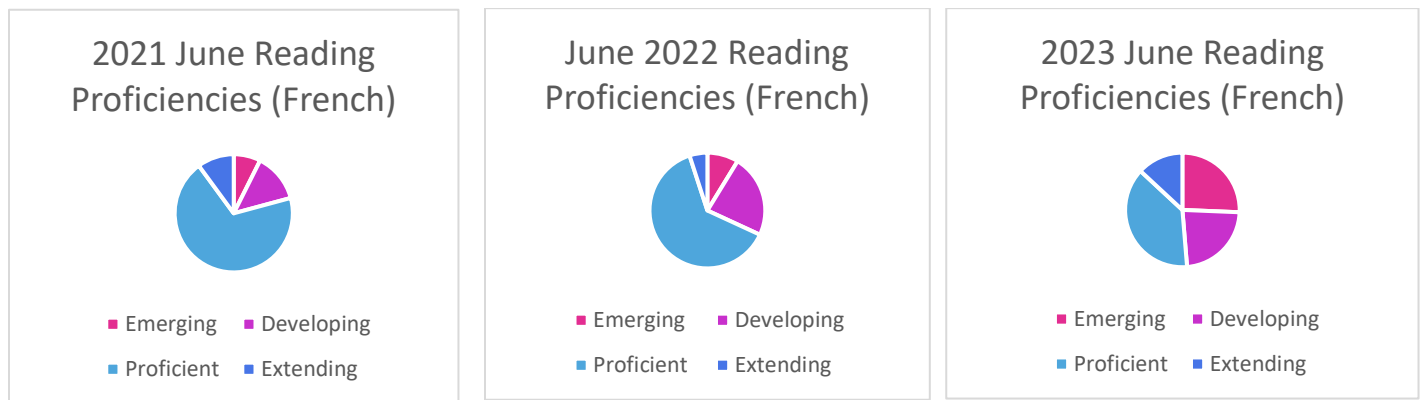
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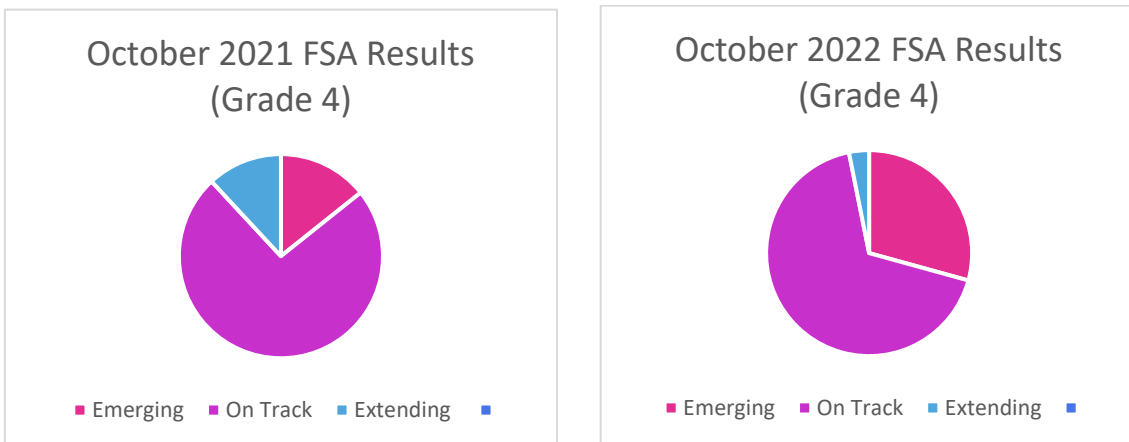
## English Reading Level Data



## French Reading Level Data



## FSA Literacy Data



## What Does the Data Tell Us

- Looking at our whole school reading data we can celebrate the consistent improvement in reading growth for our students.
- There has been an increase in the number of students in the proficient and extending levels from 2021-2023.
- We have noted that there is an increasing number of students at the emerging level when comparing cohort data from 2022-2023.
- There is an increasing number of French Immersion students who are emerging or developing in reading.
- Students are moving out of the developing level but we need to address the emerging readers.

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

Historically:

- There was disruption to classroom learning starting in 2020 due to COVID 19.
- Buddy reading, One to One reading, and PAWS were all suspended.
- Parents were tasked with much of the challenge of trying to support their child's reading growth from home.
- The variety of assessment tools used by teachers resulted in data that showed different and varied stories, measured different skills, and provided levels and information with inconsistent results – it was difficult to discern where there were consistencies.

Currently:

- It is challenging for parents of French Immersion students to support reading in French without having the knowledge of French sounds or in English without the necessary foundational building background.
- There is a new district-wide literacy assessment tool, Acadience, that is being implemented. This implementation will take time. The French assessment tool, Idapel, is still in the research phase but our school is part of the pilot program and will be used by some teachers. Our hope is to have all teachers using the same assessment tool by next school year.

## Action Plan

Reading data collected in June 2023 has been provided to all teachers; all are aware of the reading status of students in their classrooms and are moving forward with support plans for various groups of students and are including the help of learning support teachers where appropriate.

- We will strive to utilize consistent assessments to provide a more accurate overall picture so that “*proficient*” will look the same across the grades and in both French and English.
  - French Immersion teachers are part of the Idapel reading assessment pilot project. This will help to have a consistent reading assessment tool so that students are assessed in the same manner.
  - Erin Jones has trained our Grade 2/3 teachers in the Acadience reading assessment. We have an Acadience school lead teacher who is training other teachers to use the assessment.
- Our primary English teachers have been trained in UFLI and Heggerty and will be implementing these programs in their classrooms.
- Marzia Bottoni has been supporting our French Immersion teachers to collaborate to improve literacy instruction in the classroom using the I Can Read in French program.
- Names of students with *emerging* designation on the FSA results will be provided to teachers which will ensure that attention and extra support is provided.
- From the results of reading assessments, emerging student will be identified and then receive small group of one-on-one reading support that targets literacy skills.
- Erin Jones SD5 Literacy Support Teacher will continue to 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
- Promote and encourage the use of the teacher librarian time to co-teach and provide further enriched reading and writing opportunities.
- Utilize the support of Kelly Anne MacLeod for extra reading interventions for French Immersion students.
- In June we will collect reading data from all students to compare to previous years in order to further inform our next steps in literacy growth.

## Stakeholder Feedback:

The initial Growth Plan overview and proposed planning will be shared with the PAC at the November meeting and with Ecole TM Roberts staff at the October staff meeting. Feedback from PAC and Staff will be incorporated into this live document and become a part of the strategic process to support and enhance the learning of all students.

### TMR Staff:

- Continue to work with Erin Jones and Marzia Bottoni to further build capacity for ways to support our students. Collaboration between the learning support teacher, the classroom teacher, and the librarian.

### Indigenous Ed Support Worker:

- Has noted students of indigenous 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.
- If it is deemed helpful, she will apply for funding for tutoring.
- Continues to work on acquiring more indigenous resources and information for the teachers of students identified as requiring more intervention.
- Continues to work with the librarian to house indigenous literacy learning bins in the library.
- 3 indigenous elders have joined our community, and they will be terrific support for some of our struggling readers.