

School Plan Inquiry Question:

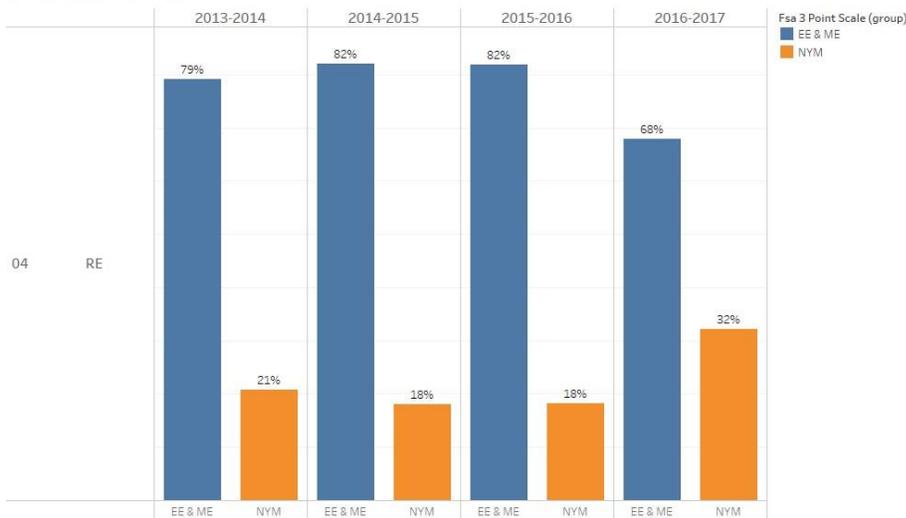
*If we strategically implement research-based reading strategies with common formative assessments, while addressing the social emotional needs of our students, will that improve the **reading performance** of our students?*

At the beginning of the 2016-17 school year, the Ten-Broeck Elementary teachers did a school-wide reading assessment with all students, except kindergarten. After we reviewed those results, we determined that there were inconsistencies in the way the assessments were administered and scored. We discussed how we could ensure that our school-wide reading assessments were an accurate reflection of our students’ abilities so we could base our instruction on its results. We brought in District staff from the Curriculum & Assessment Center to support us in this query. We received additional training on PM Benchmark assessments and we refined our kindergarten assessments so they reflected the four different areas of alphabetic knowledge. We also instituted a mid-year assessment date in February so we could use this data to inform our instruction for the remaining course of the year.

In addition, many of our teachers attending the Two Sisters Conference and they began to either fine tune their classroom instructional practices or they began to completing revise their instructional practices based on the research shared at the conference. For many of our teachers, implementing this practice is part of their professional growth plan. We also had a team of teachers involved in the Changing Results for Young Readers initiative which focused mainly on the research of Dr. Janet Mort, author of the Joyful Literacy books. The Learning Services team began “blitzes” to provide reading intervention to our most struggling readers in a new, playful way to help engage them in the process and learn as a result.

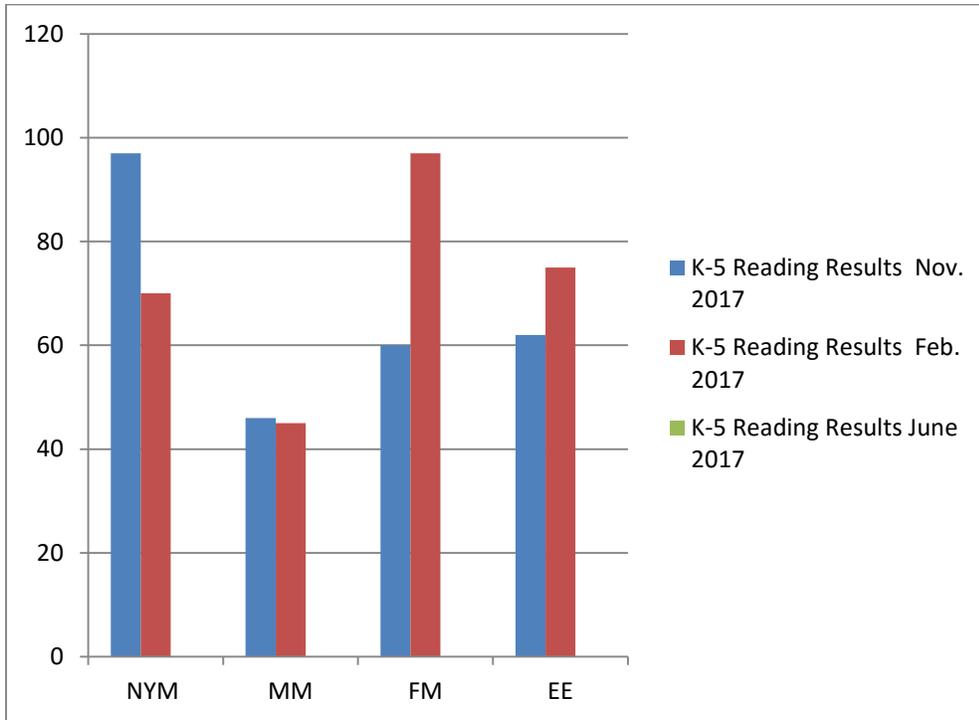
Below are the Ministry Foundational Skills Assessment results for reading in the grade 4 cohorts:

FSA Ten-Broeck

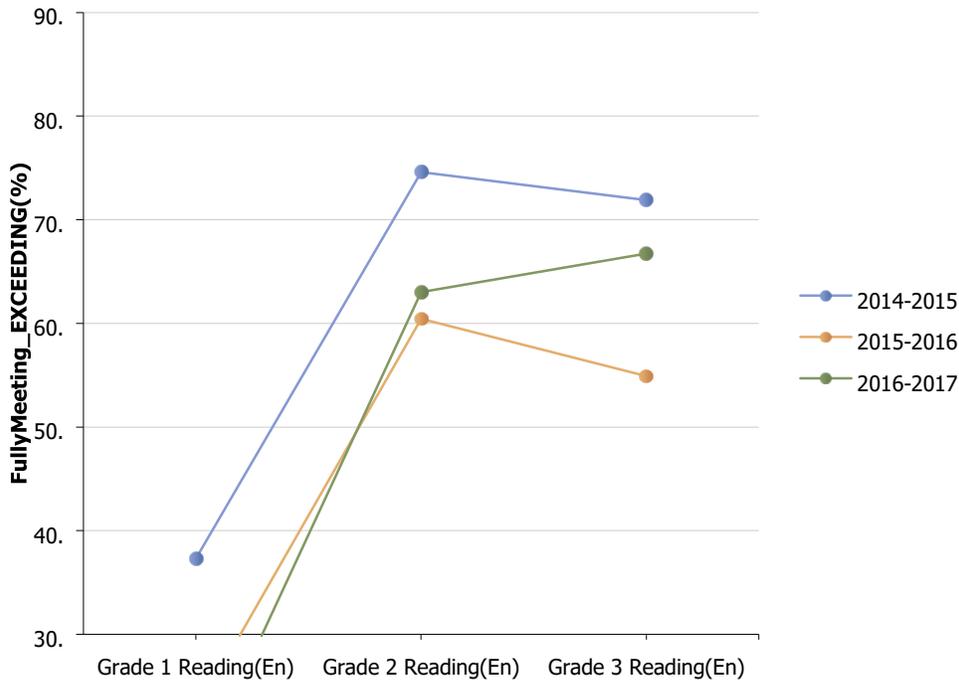


Below are the results from the school based assessments in 2017 -18 that included PM Benchmarks, Kindergarten literacy assessments on alphabetic knowledge and running records.

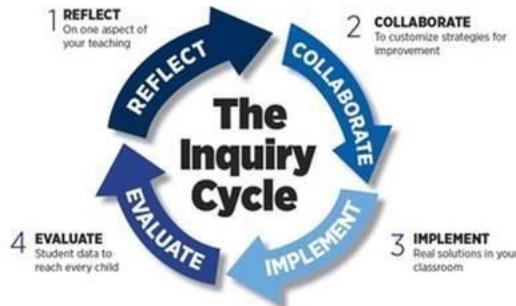
OUR SCHOOL PLAN JOURNEY



Below is the PM reading data collected for grades 1-3 over the past 3 years:



This year (2017-18), teachers are provided with one afternoon every 6 weeks to collaborate with their grade teaching partner, as well as the ELL and LA teachers and administration. The purpose of this time is to identify students with whom we have concerns based on the literacy assessments and their social emotional needs. The collaboration time is meant for us to address the needs of our struggling students in relation to our school growth plan as shared at the start of this report.



The Learning Services Team and the administration met to discuss common assessments used by their various departments (ELL & LA). We have identified some common formative assessments to be used in each department so that those assessments can be combined with the classroom teachers' assessments to identify skill areas to be targeted in intervention sessions, such as Blitzes. During the collaboration times and other times that teachers meet to discuss student progress, these assessments are key to guiding both the discussion and planning of future targeted instruction for our most vulnerable learners.

Our parent community has joined us in our journey. We held a Family Literacy Day where our parents and grandparents came to read with the children, some even in their mother tongue. Our Parent Advisory Committee held a book fair at the same time to encourage families to have books in the home. Here's a link to see some pictures of the event:

<https://tenbroeck.abbyschools.ca/galleries/family-literacy-day-come-read-me>

We know that neuroscience is clear in stating that children cannot learn if they are emotionally escalated (eg. anxious, scared, angry). As a result, we are also attempting to address the social emotional needs of our children. Our school counsellor offered a series of parenting sessions at our school during the fall that was led by Shelly Hassel (CYMH) and Kathy Ball (CDC). A professional development session was also provided by these same women for our Educational Assistants, who often work with students who struggle with social emotional issues. Our School Counsellor, LSS teacher and our YCW are providing a series of group sessions for students who may struggle with self-confidence, anxiety etc. Our YCW also has a number of different small groups that support kids as they navigate through their emotions. Our entire school has adopted the Zones of Regulation strategies to support all our students. The common language is helpful as students move from class to class and grade to grade. For more information on this program, we invite you to visit:

<http://www.zonesofregulation.com/index.html>

As seen in the data displayed above, we have a way to go to achieve our goal at Ten-Broeck. However, we are united in meeting the needs of our students together. Collaboratively, with students, staff, and parents, we can do this!

In closing, I would like to encourage our Ten-Broeck family along the journey of improving literacy skills by sharing a quote from the Canadian educational guru, Michael Fullen, on appreciating the "Implementation Dip".

All successful schools experience “implementation dips” as they move forward (Fullan, 2001). The implementation dip is literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings.”

<http://www.csus.edu/indiv/j/jelinekd/edte%20227/fullanleadinginacultureofchange.pdf>