



**Our Motto**  
**Our Mission**  
**Our Values**  
**Our Vision**

Students Come First  
 Building Strong Foundations to Create Bright Futures  
 Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance  
 Learning Without Limits...Achievement for All

## Accountability Topic: Student Learning - Reading

### Date of Board Meeting:

June 20, 2019

### Strategic Priority:

- Student and Family Engagement
- Internal Process
- People Capacity
- Financial Stewardship

### Quality Indicator(s) (if applicable):

- QI 2.1 – Provides leadership in all matters relating to education in the Division.
- QI 7.2 - Achieves the key results identified in the Strategic Plan.
- QI 7.3 - Reports at least annually on results achieved.

### Key Measures:

- Fountas & Pinnell Benchmark Assessment System (F&P—BAS)

### Targets:

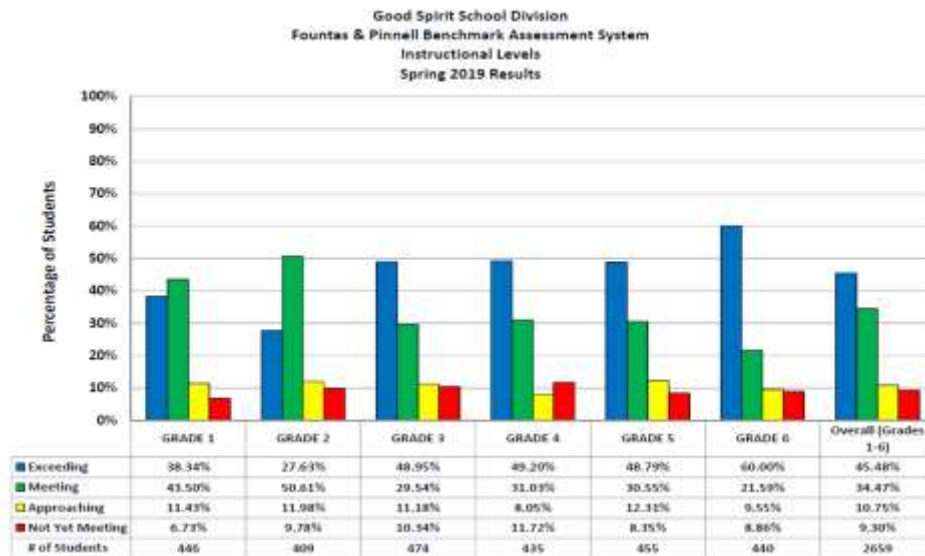
#### Long Term:

By June 30, 2020, 85% of GSSD students in Grade 1 to 6 will be at or above grade level in reading.

#### Short Term:

By June 30, 2019, 83% of GSSD students in Grade 1 to 6 will be at or above grade level in reading.

### Data:



STUDENT & FAMILY

INTERNAL PROCESSES

PEOPLE CAPACITY

FINANCIAL STEWARDSHIP

**Key Strategies Employed:**

- All Grade 1-6 teachers were provided F&P refresher training in August 2018.
- Grades 1 and 3 teachers were given the opportunity to co-assess with the Literacy Team using the F&P—BAS.
- All Grade 1 teachers assessed students with the GSSD Early Literacy Assessment in October and the F&P—BAS in the fall and spring assessment intervals.
- All Grade 2-6 students were assessed using the F&P—BAS in the fall, winter (optional), and spring assessment intervals.
- All grade 7 students who exited Grade 6 in the red or yellow were assessed in the fall assessment interval.
- The Literacy team supported teachers in the implementation of the resource through two collaborative visits with all Grade 3 teachers. Pinnell & Fountas Word Study Training and follow up visits were provided to any Grade 1 or 3 teachers who had not received training.
- Professional Development on creating a balanced literacy block that supports the needs of all readers
- Levelled Literacy Intervention was administered as a Tier 2 intervention in all schools with students in the red or yellow zone
- Rime Magic was piloted in several schools as a Tier 3 intervention

**Future Strategies:**

- Summer reading initiative and partnership with the Parkland Public Library
- Pilot of the Grade 4 word study resource
- All Grade 2 and 4 teachers will be given the opportunity to co-assess with the Literacy Team using the F&P—BAS
- Targeted support for schools striving to meet GSSD short-term reading goal
- Continued support of literacy interventions such as Levelled Literacy Intervention, Word Study, Rime Magic, and Seeing Stars

**Risk Assessment:**

<b>Risk</b>	<b>Likelihood (Low-Med-High)</b>	<b>Impact (Low-Med- High)</b>	<b>Mitigation Strategy</b>
GSSD not reaching our 2020 reading target of 85% at or above grade level.	Med	High	Future Strategies outlined in the Accountability Report

**Summary Comments:**

- According to early results, 80% of students in Grades 1 to 6 are reading at or above grade level. This is an increase of 10% from the fall where 70% of Grade 1 to 6 students were reading at or above grade level.
- GSSD has reached the ESSP 2020 target of 80% of students reading at or above grade level.
- The 3<sup>rd</sup> Edition of the Fountas & Pinnell Benchmark Assessment System (F&P—BAS) was implemented during the 2018-19 school year along with refresher training in August. This recalibration of assessment implementation coupled with an updated BAS may account for our slight decrease this school year.
- Since fall 2014, GSSD has seen a 20% increase in students reading at or above grade level.
- One area to highlight is the reading achievement at Dr. Brass Elementary School in Yorkton. According to Spring 2016 F&P results, 48% of Dr. Brass students in grades 1-3 were reading at or above grade level. Today, according to Spring 2019 F&P results, 83% of Dr. Brass students in grades 1-3 are reading at or above grade level. That is an increase of 35% in just 3 years.

**Recommended Decision/Motion:**

- “That the Board accept the accountability report on Student Learning - Reading as presented.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO  
Good Spirit School Division