



**Our Motto** Students Come First  
**Our Mission** Building Strong Foundations to Create Bright Futures  
**Our Values** Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance, and Diversity  
**Our Vision** Learning Without Limits...Achievement for All

HIGH QUALITY TEACHING & LEARNING ENGAGEMENT OF ALL STUDENTS, FAMILIES, & COMMUNITIES EFFECTIVE POLICY & PROCEDURES HEALTHY, SUSTAINABLE PHYSICAL & SOCIAL ENVIRONMENTS

## Accountability Topic: Grade 2 to 6 Reading Data

### Date of Board Meeting:

December 16, 2021

### Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

### 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.

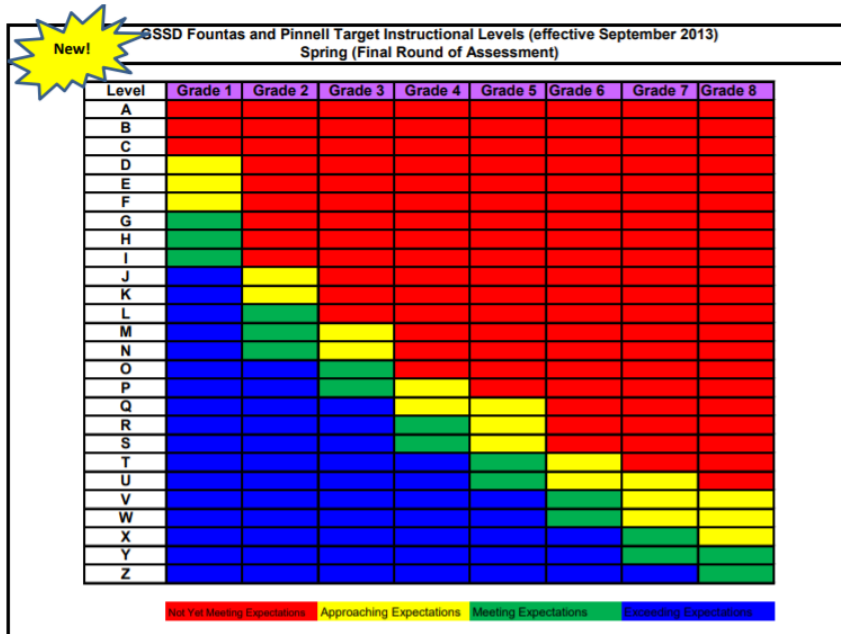
### Key Measures:

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

### GSSD Fountas and Pinnell Growth Targets

These are the typical expectations of the growth that would occur during regular tier one classroom instruction over the course of a school year.

Grade 1	5-7 levels
Grade 2	4-6 levels
Grade 3	4-5 levels
Grade 4	3-4 levels
Grade 5	3-4 levels
Grade 6	2-3 levels

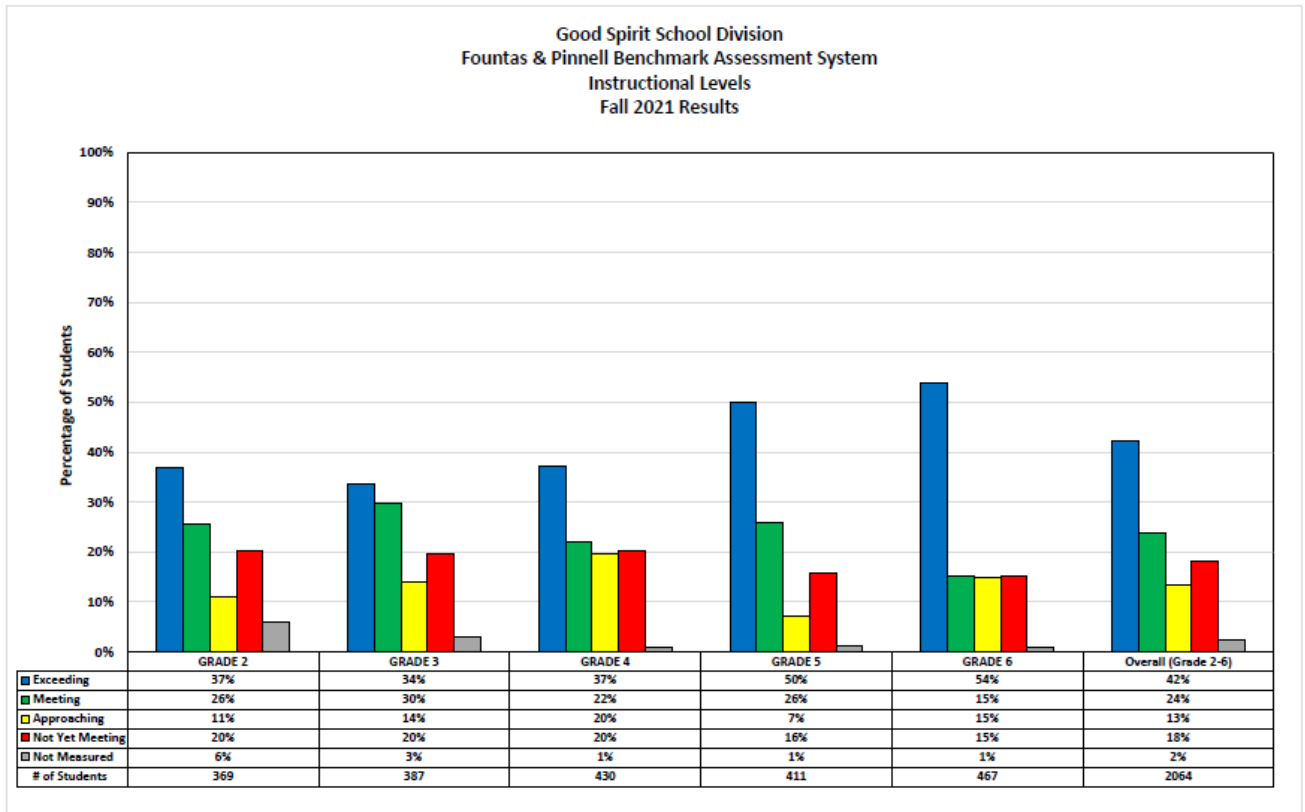


**Targets:**

By June 30, 2022:

- 90% of Grade 1 to 6 students will show one-years growth in their reading levels.

**Data:**



**Key Strategies Employed:**

- All newly hired Grade 1-6 teachers were provided F&P training in September along with follow-up visits.
- Training for new Levelled Literacy Intervention (LLI) interventionists occurred in the fall (with follow up) and all LLI groups began in schools at the end of September.
- Continuous training for Rime Magic to build capacity in schools.
- Heggerty Bridge the Gap intervention training and follow up for interventionists and SSTs.
- Support for F&P classroom guided reading in tier 1.
- RISE literacy intervention has been implemented in schools where there is a significant number of students scoring in the red (below grade level).
- Literacy consultant has met with each school team to review data and implement intervention plans for all students striving to meet grade level targets.
- For the fourth consecutive summer, the Good Spirit School Division collaborated with the Parkland Regional Library to host a Summer Reading Contest open to all GSSD students.

### Future Strategies:

- A targeted focus on reading intervention for grades 2-4 where students have been most negatively impacted by absenteeism, school closures, and virtual learning as a result of the pandemic.
  - Heggerty phonemic awareness resource and professional development for Gr. 1 and 2 to support tier 1 instruction.
  - Continued support for schools using the RISE framework and The Next Step Forward in Guided Reading.
- Professional development refreshers around F&P classroom guided reading and interactive read alouds.
- Emphasis on critical reading outcomes as outlined by the Ministry of Education.
- Focus on culturally relevant learning.
- Analysis of school libraries and the selection of instructional materials to identify barriers for student engagement in literacy.
- Plan to deepen our partnership with Parkland Regional library.

### Risk Assessment:

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
<b>Financial</b>	Financial impact of the event is less than \$50,000	Financial impact of the event exceeds \$50,000, but less than \$150,000	Financial impact of the event exceeds \$150,000, but is less than \$250,000	Financial impact of event exceeds \$250,000, but is less than \$500,000	Financial impact of the event exceeds \$500,000
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>• GSSD has invested significant resources to support at grade level reading.</li> <li>• For 2021-22, GSSD has added centralized intervention coaching time in addition to the resources allocated within school staffing.</li> </ul>				
<b>Reputational</b>	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and concerns raised by stakeholders	Long term negative media focus and sustained concerns raised by stakeholders	Stakeholders lose faith in management or Trustees
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>• GSSD has historically achieved higher than provincial average literacy levels.</li> </ul>				
<b>Managerial Effort/Capacity</b>	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort, can be endured	Potential to lead to the collapse of the organization
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>• GSSD has realigned and reassigned resources to support literacy achievement. A Curriculum Consultant has been assigned to oversee Kdn. to Gr. 4 literacy achievement as well as literacy intervention.</li> </ul>				
<b>Government Relations</b>	Routine ministerial inquires	In-depth ministerial inquires	Concerns raised by Ministry of Education	School division's ability mandate is questioned	Ministry of Education loses faith in the organization

<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>GSSD is fully compliant with Ministry of Education mandates and deadlines. GSSD utilizes a comprehensive system planning checklist to ensure compliance.</li> </ul>				
<b>Legal</b>	Legal action threatened	Civil action commenced/small fine assessed	Criminal action threatened/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>				
<b>Student Outcomes</b>	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parental complaints submitted related to student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>Literacy achievement has some a decline during the pandemic.</li> <li>Concentrated, systematic effort will need to be made to bring GSSD’s literacy levels back to pre-pandemic levels.</li> </ul>				

<b>Likelihood</b>				
The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
<b>Rare</b>	<b>Unlikely</b>	<b>Moderate</b>	<b>Likely</b>	<b>Almost Certain</b>
Extremely rare in the sector. Once in more than 10 years at the school division.	Has occurred occasionally in the sector. Once in 5 to 10 years at the school division.	Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division.	Extremely likely to occur. Multiple times per year at the school division.

**Summary Comments:**

- 66% of students in grades 2-6 are reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment System.
- 42% of grade 2-6 students are currently exceeding grade level expectations.
- Grade 1 students will be assessed in January to allow more time for direct literacy instruction.
- The disruptions to learning due to Covid-19 has resulted in a loss of several months of reading development as is demonstrated in the reading data. For the 2021-2022 school year, GSSD has elected to focus on reading achievement based on one year’s growth of each student versus achievement of grade level targets according to the F&P-BAS Spring gradient.

**Recommended Decision/Motion:**

“That the Board approve the accountability report on Grade 2 to 6 Reading Data as presented.”

Respectfully submitted,

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