

Project Description

The data of the past years have demonstrated a need to address the proficiency of our students in literacy. With this project, we set out to create a vertical continuum for literacy instruction based on evidence-based practices that would link all grade levels, from Kindergarten to Grade 6. We quickly realized that this was an insurmountable task to accomplish in one school year, therefore, we decided to concentrate on building the K-2 program with this grant. We plan on pursuing this project for the next two years until we have a unified plan throughout the school that results in our students reaching the targeted literacy levels when they graduate in Grade 6.

This project was a gift for our teachers who rarely have uninterrupted time to have curriculum-based discussions. Our focus was to create a St-Patrick “Literacy Road Map” to streamline our instructional practices so that all classes are aligned in their teaching and evaluation methods. Our hope was that the results would help teachers align their expectations as well as update new teachers who join our team. Furthermore, it was hoped that this streamlined approach would help our resource teachers intervene more effectively with our students at the Tier 2 level.

Some of our challenges included the lack of readily available French resources for teaching in a bilingual school. We created many materials from scratch which was time-consuming and meant less time to address all pillars of reading. Although we managed to accomplish many of our goals and that we have provided teachers at our school with tangible resources that will help guide their instruction and evaluation, we are disappointed that we were not able to complete the study of all pillars. Reading comprehension is an important pillar which we hope to address next year.

Each session was mediated by the school’s Speech-Language Pathologist (SLP). Teachers learned about the Five Pillars of reading: phonemic awareness, phonics, vocabulary, fluency and reading comprehension and took part in meaningful discussions on how to align our practices for more effective reading instruction. Sessions were usually divided either by Cycle or Grade depending on the topic addressed on that day.

The project was carried out in the following manner:

Date/release	Teachers released	Topics	Accomplishments
Oct. 20, 2022 (half day)	Sub-committee of K and Cycle 1 teachers	Five pillars of reading presented	
		Different literacy programs	Chose UFLI (University of Florida Literacy Institute) Foundations + Lively Letters
		Scope and sequence	Phonics: Tentative Scope and sequence developed for K-2
Nov. 28, 2022 (half day)	French and English	Phonemic awareness Toolkits	Made a list of materials needed to create a phonemic awareness

	Kindergarten teachers		Toolkit for every classroom Materials list for Kindergarten Toolkits
		Phonics Scope and sequence	Phonics Scope and sequence was tweaked
Dec. 6, 2022 (half day)	English and French Cycle 1 teachers 2 resource teachers	Phonics Scope and sequence	English teachers will use the UFLI Scope and sequence and decided on the timeline for teaching sounds French teachers will use Graphone, with a few tweaks as their Scope and sequence
		Common assessment	Worked on a timeline for doing 'sound checks' for progress monitoring Chose to do three formal evaluations per year (one for each term)
		Vocabulary	French teachers began a discussion regarding lack of French vocabulary in our students
Dec. 13, 2022 (half day)	French Cycle 1 teachers One resource teacher	Common assessments	French Cycle 1 teachers began working on their common assessments
Dec. 19, 2022 (half day)	Grade 2 English teachers One resource teacher	Common assessments	English Grade 1 teachers completed their common assessments for 'sound checks' and end-of-term English Grade 2 completed their common assessment for 'sound checks' and started their common assessments
Jan. 31, 2023 (half day)	Grade 2 English teachers	Common assessments	Common assessments were completed
Mar. 31, 2023 (full day)	Cycle 1 French teachers	Scope and sequence	A final tweak was made to the scope and sequence for French phonics

		Common assessments	Teachers continued to work on common assessments
Apr. 4, 2023 (full day)	Cycle 1 English teachers	Reviewed all remaining pillars:	
		Phonemic awareness	Agreed on a Scope and sequence - monitoring will be done informally by teachers
		Vocabulary	A list of ELA Tier 2 words were identified. Teachers will choose 2-3 words to introduce explicitly per week through read-alouds or during course content.
		Fluency	Activities to increase fluency will be included during small group instruction Will be evaluated informally through reading of decodable text
		Reading Comprehension (no time to address)	We have applied for a PDIG for the coming year to complete
Apr. 17, 2023 (half day)	French Cycle 1 teachers	Common assessments	Grade 1 common assessment was completed Grade 2 teachers continued to work on common assessments We applied for a PDIG to complete this next year
Apr. 18, 2023 (half day)	Kindergarten French and English teachers	Review of remaining pillars:	
		Phonemic awareness	Common assessment was finalized
		Phonics	Scope and sequence was altered to match UFLI
		Vocabulary	A bank of vocabulary words in French and English was targeted for instruction
		Fluency	Fluency is not evaluated in Kindergarten
		Reading	We applied for a PDIG to address

		comprehension (oral - did not have time)	this pillar next year
Apr. 19, 2023 (half day)	Cycle 1 English teachers and one Grade 2 teacher	Common assessments	The Grade 2 French teacher continued to work on common assessments
		Toolkits	Made a list of materials needed to create a Toolkit for every classroom Cycle 1 Toolkit Materials
		Bank of activities	Cycle 1 English teachers began developing reinforcement activities to align with UFLI lessons Bank of activities
Apr. 24, 2023 (full day)	Resource teacher	Summary	The teacher and the school SLP examined the work completed to date and took note of the needs to be addressed for future planning

Project Goals

Pillars	Goals	Degree of completion	Notes
Pillar 1 - Phonemic Awareness	Creating Kindergarten Scope and Sequence (French and English)	completed	K-2 PA Scope and Sequence
	Common Assessment - Kindergarten (not formally evaluated)	completed	K common assessment (not formally evaluated)
	Creating Cycle 1 Scope and Sequence (French and English)	completed	Grade 1 Common assessment
	Common Assessment - Cycle 1	completed	Grade 2 Common assessment
	Creating Kindergarten Scope and Sequence (French and English)	completed	K-2 Phonics Scope and Sequence

Pillar 2 - Phonics	Common Assessment - Kindergarten	completed	Not evaluated
	Creating Cycle 1 Scope and Sequence (French and English)	completed	K-2 Phonics Scope and Sequence
	Common Assessment - Cycle 1	completed	English Grade 1 Weekly Sound Checks English Grade 1 End-of-term Evaluations French Grade 1 - Contrôle de lecture French Grade 1 Évaluations de fin d'étape
			English Grade 2 Weekly Sound Checks English Grade 2 End-of-term Evaluation French Grade 2 Contrôle de lecture French Grade 2 Évaluations d'étape ** to be completed
Pillar 3 - Vocabulary	Creation of ELA and FLA vocabulary word list - Kindergarten	completed	ELA suggested word list FLA suggested word list
	Creation of ELA vocabulary word list - Cycle 1	completed	ELA suggested word list
	Creation of FLA vocabulary word list - Cycle 1	not completed	Due to the lack of ready-made materials for the

			French immersion classroom, it took more time to complete the phonics pillar which left no time to develop the other pillars
Pillar 4 - Fluency	Cycle 1 - English	completed	Fluency Rubric
	Cycle 1 - French	Not completed	Due to the lack of ready-made materials for the French immersion classroom, it took more time to complete the phonics pillar which left no time to develop the other pillars
Pillar 5 - Reading Comprehension		Not completed	<p>Due to the scope of the current project, we ran out of time to complete this last pillar.</p> <p>We applied for a PDIG for next year to complete the project</p>

We feel that our project was successful. We had hoped to develop all five pillars of reading for all of K-2 in both French and English. The UFLI Foundations program is comprehensive so many resources were already developed. It took much longer to develop our French resources so we did not get as far as we had hoped. We have applied for a PDIG for the coming year to complete this project.

Project Outcomes

As a school team, we felt that we were productive and accomplished a lot at every meeting. We mostly appreciated the time that we were given to have rich discussions with our colleagues regarding how literacy is taught in our school.

French and English teachers from Kindergarten to Grade 2 walked away with a well-defined Phonemic awareness and Phonics Scope and sequence to follow. Common assessments in phonics, both for progress monitoring and end-of-term evaluations, have also been developed

for our English Cycle 1 groups and French Grade 1 groups. Grade 2 French teachers are almost finished with this task. English vocabulary words to target explicitly have been chosen and fluency activities will be incorporated in small group instruction. This work will be shared with new teachers as a “Literacy Road Map” for St-Patrick school. Teachers felt a sense of accomplishment and pride in their work.

Reinvestment

Reading is a foundational skill important for student success. We encourage all schools to take advantage of this grant in order to allow the teachers to sit together as a Cycle and discuss teaching practices. We plan on sharing our work in the following ways:

1. We will be presenting the fruits of our labour to our colleagues in Cycle 2 and 3 to showcase the work that we have produced.
2. Our resources have already been shared amongst other bilingual schools in our school board.
3. Links to our resources have been included in this final report and we encourage others to go and explore what we have created.

We wholeheartedly encourage other school teams to create their vertical plan for literacy. This will ensure that all students receive the appropriate instruction and will facilitate instructional practices for teachers.

We give thanks to the LCEEQ for making this project possible!