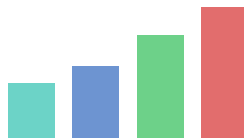


# Ecole RW Bobby Bend School COMMUNITY REPORT 2022-23



**K-4 English/French Immersion Programs**  
**430 Students 29 Professional Staff**  
[erwbb@interlakesd.ca](mailto:erwbb@interlakesd.ca)

## Improving Student Achievement



ÉRWBBS is dedicated to enhancing student learning and well-being through strategic initiatives and school programs. Our official School Plan for Improving Student Achievement guides our efforts to strengthen students' academic performance and personal development. It outlines our strategies, growth indicators, and next steps. Our 2022-23 Plan has built upon the previous year's plan, and reflects our belief in intellectual engagement, teacher support, and timely intervention to foster academic success. We also prioritize helping students develop self-regulation skills, coping strategies, and resiliency in the face of challenges. Making learning visible to students reduces anxiety and enhances their understanding of progress and goals. This year, our focus continued on Assessment Capable Visible Learning (ACVL), and improving teacher clarity, as well as Structured Literacy. While numeracy and well-being were not an explicit focus, ACVL and teacher clarity practices positively impact all areas of student achievement. The information that follows highlights our growth in these areas this year and our plans for the 2023-24 school year.

### 2022-23 Areas of Focus:

**Developing strong foundational reading skills for all through Structured Literacy**

**Creating Assessment Capable Visible Learners Through Improved Teacher Clarity**

## Developing Strong Foundational Reading Skills for All Through Structured Literacy

Over the past three school years, we have been strategically and intentionally implementing practices aligned with a Structured Literacy approach to reading. Structured Literacy provides highly explicit, systematic teaching of foundational decoding and spelling skills as well as explicit teaching of other important components of literacy, such as vocabulary, comprehension, and writing. What began with targeted reading interventions with grade one students in 2020-21, has become a universal approach for reading instruction in our school. 2022-23 saw us fully implementing this approach from Kindergarten to Grade 3, in both French and English, and in Grade 4 as a small group intervention for those who require some additional reading support.



## Developing Strong Foundational Reading Skills for All Through Structured Literacy (continued)

Our Kindergarten to Grade 3 teachers participated in a number of school-based and/divisionally provided professional learning sessions that allowed them to develop a deeper capacity for using this approach, and implement the assessment tools to measure student growth. The school offered a well-attended information evening for parents to explain Structured Literacy and the differences they would see in how their children were learning to read. Information and materials on how to support your child with this approach to reading at home were also offered as part of Parent Advisory Council Meetings.



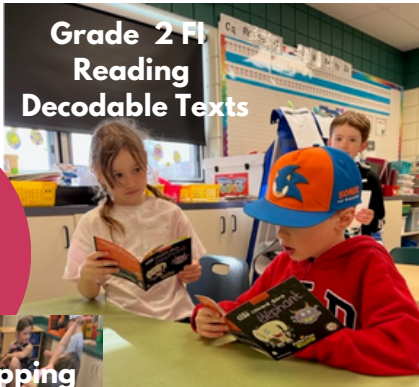
Grade 1 English Whole Group Phonics Lesson



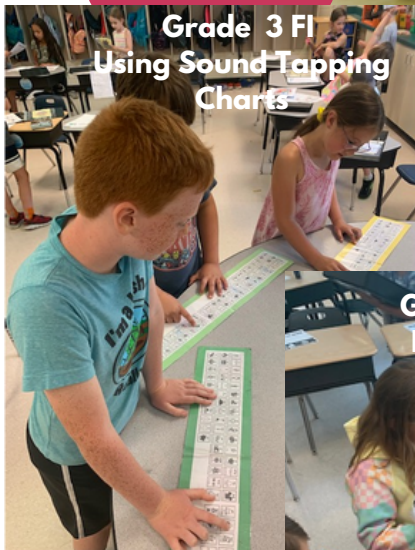
K Phonological Awareness Lesson

The success of this approach is overwhelmingly supported by the reading data collected this year, but also by the display of student confidence and their view of themselves as readers. Our data indicates significant growth from September to May in all areas - phonological awareness, decoding, spelling and oral reading fluency - and true transfer of reading skills is evident in daily reading and word work. Teachers collectively acknowledge the difference this approach has made for their students, and students are motivated by their on-going success! As a team, we will continue to focus on developing teacher capacity in this area across grade levels and language of instruction. We are excited about the full implementation of Structured Literacy in Grade 4 next year, and are eager to see the continued growth of all our students in all areas of literacy programming!

Grade 2 FI Reading Decodable Texts



Grade 3 FI Using Sound Tapping Charts



Grade 3 Small Group Phonics Instructions



Phonological Awareness Using the "Vowel Valley"

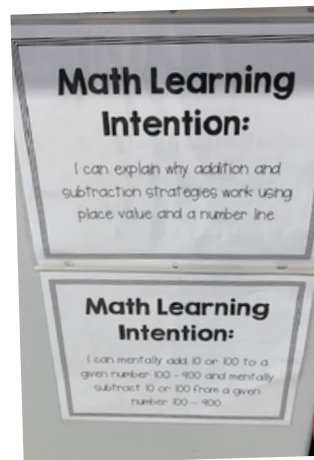




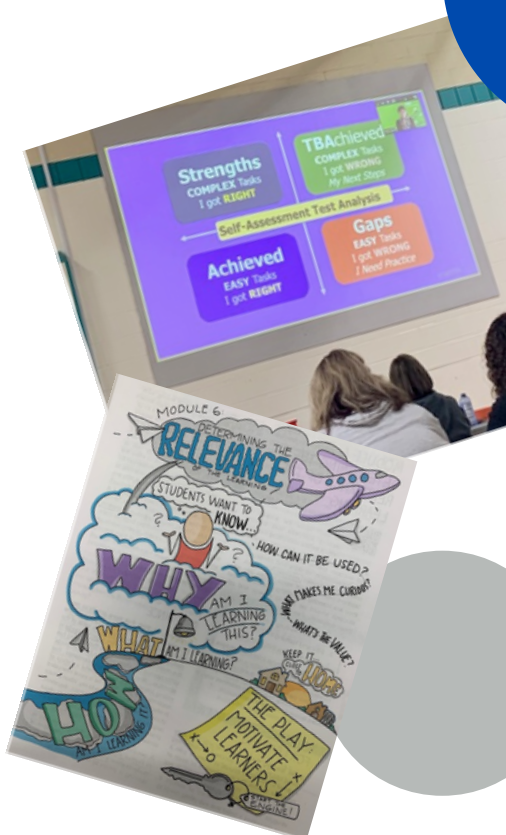
# Developing Assessment Capable Visible Learners Through Improved Teacher Clarity

There is substantial evidence indicating that students who are “Assessment Capable” will see greater increases in achievement across all subjects, than those who are not assessment capable. We deepened our continued focus in ACVL this year with some explicit work on clarity of instruction. Indicators of success that we looked for in our students as a result of this were:

- Understanding the learning intentions as set out by the teacher
- Identifying and articulating what they already know and what they need to learn in relation to the learning intention
- Choosing the appropriate learning strategies for progress toward the learning intention
- Self-assessing their progress using clearly defined success criteria

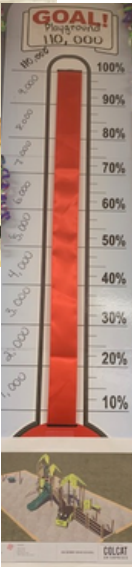


To help teachers to continue to build their capacity in the area of ACVL, all RWBB teachers participated in three professional learning sessions focused on Teacher Clarity. Feedback from staff on their work in these sessions is that it helped them to move to the next level with their students when creating learning intentions, by not only identifying the academic focus for learning, but the language and social intentions for their learning. Letting students know that we are looking for how they communicate with others, show respect for multiple ideas, or persevere in a challenging task are examples of social intentions. Clearly identifying new language or task-specific language we want students to know and use is also important to them having a clear understanding of what they need to learn. Our observational and conversational data collected from students indicate that they feel less stressed about a new learning task if they know what is expected. They indicate that they use criteria to understand if they have truly mastered a skill or outcome, or if they need more practice. In using this collective approach with our students, year after year, we hope to see them move forward in their schooling, not only with academic and content skills, but skills that will help them understand how they best learn.



## Additional 2022-2023 RWBB Highlights

- \*Truth & Reconciliation Learning
- \*Full-school Remembrance Day Service
- \*Gr. 1 & 2 Winter Concert
- \*Principal for a Day Cancer Fundraiser
- \*Love to Read/Festival du Voyageur Month
- \*Concours d'art oratoire -French Public Speaking Contest
- \*Spring Performing Arts Revue
- \*Elder and Knowledge Keepers Residency
- \*French Entertainer Damien Lussier
- \*Run Club Run for Ronald
- \*Take a Hike or Bike Physical Challenge & Bike Give Away
- \*Tim Horton's Smile Cookie Week raises \$16000+
- \*PAC Reaches Fundraising Goal for New West-Side Play Structure!!!!



## Next Year's Goals and Priorities

While our Literacy focus will remain on developing our capacity for Structured Literacy instruction, next year's plan will have two additional areas of focus; Numeracy and Well-being. We are finalizing our strategies for success in both of these areas, and will share our entire school plan for 2023-24 on our website in September. Our school plan aligns with the Interlake School Division's Continuous Improvement Plan. We look forward to reporting on our progress in all areas in our 2023-24 Community Report .

**All aspects of student success in school are a team effort. Our deepest appreciation goes out to our PAC and all families for your support throughout the year!**