

SD83 Early Literacy Framework

Board of Education Meeting
June 15th, 2021

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What does the data tell us?

Fall 2020 Grade 1 to 3 PM Benchmark Data (By School)

Leadership Report

PM Benchmarks - Fall

All School Districts

■ NA ■ EXT ■ PR ■ DV ■ EM

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What does the data tell us?

2013

■ Gr.1's not requiring LIT support
■ Gr.1's needing LIT support

2014

■ Gr.1's not requiring LIT support
■ Gr.1's needing LIT support

2019

■ Gr.1's not requiring LIT support
■ Gr.1's needing LIT support

2020

■ Gr.1's not requiring LIT support
■ Gr.1's needing LIT support

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What does the data tell us?

SD83 Fall 2020 PM Benchmark Data (by grade).pdf

Leadership Report

PM Benchmarks - Fall

All Students Grade 01 Grade 02 Grade 03

■ NA ■ EXT ■ PR ■ DV ■ EM

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Why Restructure the Literacy Model?

We need to be responsive to the literacy needs of our students

The data clearly shows there are an increasing number of students requiring early literacy support

We now have a systematic way to track student progress throughout the district (EDPlan Insight)

The restructured model increases the equity to access of literacy supports for students and staff at all 17 of our elementary schools

The new model supports small group intervention so a higher number of students will be able to be supported (vs. one-to-one)

The model supports inclusion for students and collaboration and ongoing professional learning for staff; these are guiding principles of the District Learning Plan

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Early Literacy Guiding Principle – Dr. Richard Allington

“Improving the quality of early literacy instruction is the best way to improve student outcomes.”

“Developing the expertise of every teacher is the best way to improve early literacy.”

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SD83 Early Literacy Framework



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Early Literacy Framework Goals

Increase	Increase the number of SD83 students who are engaged, proficient readers by Grade 3
Enhance	Enhance children’s reading and writing strategies and foster confidence and joy of reading and writing
Support	Support an early literacy team approach at all schools (Primary Classroom Teachers, Literacy Support Teacher, LRT, SLP, PVP, etc.) with a collective focus on supporting literacy development for all students
Maximize	Maximize the collective knowledge and efficacy of primary educators
Develop	Develop educators’ expertise through practice-based professional learning to enhance understanding of literacy instruction and assessment for the full continuum of learners
Establish	Establish a district-wide understanding of the Comprehensive Literacy Framework

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COLLABORATIVE SCHOOL TEAM APPROACH

Every elementary school is encouraged to take a collaborative team approach with a collective focus on supporting literacy development for all students (Primary Classroom Teachers, Literacy Support Teacher, LRT, SLP, PVP, etc.).

Collective Teacher Efficacy is the collective belief of the staff of the school in their ability to positively affect students (Effect Size 1.57). A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference, then they likely will. (Hattie, 2016)

“Collective efficacy is evident when educators see themselves as part of a team working for their students. When educators believe in their collective ability to lead the improvement of student outcomes, higher levels of achievement result.” (Donohoo, 2018)

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Comprehensive Literacy Framework

READING/WRITING		ORAL LANGUAGE	
Grade	Indicator	Grade	Indicator
K-2	Active Read Aloud	K-2	Modelled Writing
K-2	Shared Reading	K-2	Shared/Interactive Writing
K-2	Guided/Small-Group Reading	K-2	Guided/Small-Group Writing
K-2	Independent Reading	K-2	Independent Writing

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RTI – Response to Intervention

- Tier I** – High-quality classroom instruction using research-based strategies and instructional methods; universal screening (ideally, a minimum of three times per year) and ongoing formative assessments
- Tier II** – Focused supplemental instruction in small groups; research-based interventions targeted at specific strengths and needs; regular progress monitoring
- Tier III** – Intensive interventions specifically designed to meet individual needs; instruction delivered in small groups or individually; frequent progress monitoring

From RTI Success: Proven Tools and Strategies for Schools and Classrooms (Whitten, Esteves, & Woodrow, 2009)

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Literacy Support Teachers

- Provide targeted early intervention literacy support to K to 2 students, in collaboration with Classroom Teachers
- Support a collaborative team approach to literacy learning through co-planning and co-teaching
- Help facilitate literacy data and learning conversations with the School Based Team Team (Classroom Teachers, LRT, SLP, PVP, etc.) to guide instructional focus, strategies, and next steps
- Provide PM Benchmark, Guided Reading, and Comprehensive Literacy Framework training and support for interested K to 5 school staff
- Participate in monthly professional learning sessions
- Facilitate a literacy learning focus at monthly staff meetings
- Be a leader within the school and district regarding literacy instruction and best classroom practice

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Intervention Support

- Targeted early intervention support by Literacy Support Teacher (LST), in collaboration with Classroom Teacher
- Small group instruction (2 to 3 students per group)
- Emphasis on in-class vs. pull-out support
- LST works collaboratively with Classroom Teachers to use student data to guide the instructional focus (EDPlan Insight data sharing, RTI model)
- Ongoing communication with the Classroom Teacher and coordinated with classroom instruction
- Ongoing assessment and response to student progress in reading, writing, and oral language
- Communication with parents/caregivers about targeted student support
- Primary Focus of Support:
 - September to December – Grade 2 students
 - January to March – Grade 1 students
 - April to June – Kindergarten students

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School	FTE
AES	0.4
BAS	0.3
CAR	0.4
FAL	0.3
GRI	0.3
HPE	0.5*
HIL	0.4
MVB	0.5*
NCA	0.3
NSH	0.3
PAR	0.4
RAN	0.3
SAW	0.4*
SCR	0.3
SOR	0.4
SBR	0.4
SCA	0.3
TOTAL:	6.2FTE

*includes 0.1 FTE Targeted Indigenous Support

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SD83 is committed to supporting the ongoing professional development and support of educators to enhance literacy understanding, instructional strategies, and assessment opportunities which support all learners.

- Heggerty Phonemic Awareness Program (Kindergarten Pilot Project 2021-22)
- Literacy Support Teachers in every Elementary School (0.3 to 0.5FTE)
- District Literacy Helping Teacher (0.6FTE)
- Curriculum & Assessment Support
- Professional Learning Opportunities

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Questions?

“If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help him learn.”
(Clay, 2005)

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