

School District No. 5 (Southeast Kootenay)



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

Literacy September 2024



Literacy Goals and Strategies

Objective 1:	To improve students' ability to be literate at each grade level with an initial focus on the primary years
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Target 1:	By spring 2027, 80% of students leaving the primary program (exiting grade 3) will be reading proficiently (at or above the Acadience Reading benchmark).
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Two Phases

Prevention and intervention for kindergarten to grade three students initially, then moving to grades four through twelve:

1. Focus on word reading – phonological awareness, phonics, morphology, decoding.
2. Focus on language comprehension – background knowledge, vocabulary, language structures (syntax, semantics), verbal reasoning (inferring), comprehension strategies, fluency.

Strategies

1. Screen all students from kindergarten to grade three, three times per year using Acadience Reading K-6 Universal Screener
 - a. Track participation rates and work towards understanding why Indigenous students, and students with diverse needs and are not getting assessed.
 - b. Provide continual in-service training for all grades two and three teachers on the use of the Acadience Reading K-6 universal screener (mandatory).
 - c. Invitational training & use of Acadience for any kindergarten to grade one teachers and grades four to six teachers.
 - d. Provide training on data analysis and interpretation.
 - e. Provide training on the use of progress monitoring materials.
 - f. Data meetings & learning series on the “Outcomes Driven Model.”
 - i. Identify & validate needs for support, plan, implement, evaluate effectiveness of support and review outcomes.
2. Strengthen Tier One whole group in which 80% of students' needs are met

- a. Increase teacher knowledge, skills and efficacy for whole group instruction & designing an effective literacy block (Word Knowledge-phonemic awareness & phonics, Fluency, Comprehension, and Writing) and cross-curricular literacy opportunities.
 - b. Provide resources aligned to evidence researched-based practice (UFLI, Heggerty, vocabulary, morphology, fluency and comprehension to come).
 - c. Make data driven decisions responsive to the needs of individual students.
 - d. Utilize universal designs for learning to differentiate instruction allowing for the inclusion of all students and the equitable access to grade level curriculum.
 - e. Ensure that students with diverse needs, as well as Indigenous students have access and are present for whole group and small group teacher lead instruction (pull out for support services does not happen during the literacy block).
3. Maximizing small group instruction to meet the needs of any student experiencing reading difficulties including: students with diagnosed reading disabilities, students with diverse needs and Indigenous students
 - a. Increase teacher knowledge, skills and efficacy to target skills, group students, and organize and maximize small group instruction.
 - b. Use screening data to drive decisions on how to group students.
 - c. Use diagnostic assessment data to target and address skill gaps.
 - d. Use progress monitoring tools to assess whether Tier Two intervention is working.
 - e. Using a whole team approach to supporting the teacher in successfully maximizing small group instruction (push in from Student Services Teachers, Indigenous Education Workers, Youth Care, Education Assistants, school administration, other).
4. Train support staff (literacy support teachers, Student Services Teachers) to provide effective interventions
 - a. Increase knowledge and skills to provide targeted reading intervention.
 - b. Provide resources aligned to evidence researched-based practice.
 - c. Based on screening and diagnostic assessment data.
 - d. Push in support for Tier 2 & strategic Tier 3 pull out (based on assessment data).
5. Examine additional barriers for Indigenous students in accessing literacy education. The Ontario Right to Read report found the following challenges to be amplified:
 - a. Navigating the education system is unnecessarily complex and difficult.

- b. As support in schools for students with disabilities tend to be limited, it puts the onus on parents to work with their children at home. This may be more difficult for Indigenous parents due to an intergenerational lack of literacy or reluctance towards the traditional school system.
- c. The parents may themselves have learning disabilities that were never identified or supported.
- d. Indigenous parents may have greater challenges supporting assistive technology accommodations.
- e. Indigenous students may face barriers accessing services due to poverty, living in rural locations and stigma.