School District No. 5
[Southeast Kootenay]

SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

Literacy Goals and Strategies
September 2023

To improve students' ability to be literate at each grade level with an initial focus on the primary years

2024 Literacy FESL Goals & Strategies

Objective 1:	To improve students' ability to be literate at each grade level with an initial focus on the primary years

Target 1:	By spring 2027, 80% of students in grade 3 will be reading proficiently (at or above the Acadience Reading benchmark).

Two Phases: prevention and intervention for kindergarten to grade three students initially, then moving to grades four to twelve.

Focus on word reading: phonological awareness, phonics, morphology, decoding

Focus on language comprehension: background knowledge, vocabulary, language structures (syntax, semantics), verbal reasoning (inferring), comprehension strategies, fluency

Strategies

- Screen all students from kindergarten to grade three, three times per year

- Provide in-service training for all kindergarten to grade three teachers on the use of the Acadience Reading K-6 universal screener

- Provide optional training on data-analysis and interpretation

- Provide optional training on the use of progress monitoring materials

- Strengthen Tier One whole group in which 80% of students' needs are met

- Increase teacher knowledge, skills and efficacy for whole group instruction & designing an effective literacy block (equally divided into: Word Knowledge, Fluency, Comprehension, and Writing) and cross-curricular literacy opportunities

- Provide resources aligned to evidence research-based practice

- Make data driven decisions responsive to the needs of students

- Utilize universal designs for learning to differentiate instruction allowing for the inclusion of all students and the equitable access to grade level curriculum (Tier One--all means all)

- Maximizing small group instruction

- Increase teacher knowledge, skills and efficacy to target skills, group students, and organize and maximize small group instruction

- Use screening data to drive decisions on how to group students

- Use assessment data to target and address skill gaps

- Use progress monitoring tools to assess whether Tier Two intervention is working

- Using a whole team approach to supporting the teacher in successfully maximizing small group instruction (Student Services Teachers, Indigenous Education Support Workers, Youth Care Workers, Educational Assistants, school administrators)

- Train support staff (literacy support teachers, student services teachers) to provide effective interventions

- Increase knowledge and skills to provide targeted reading intervention

- Provide resources aligned to evidence research-based practice

- Based on screening and diagnostic assessment data

- Support for Tier 2

- Strategic Tier 3 support