

PRIORITY: Improving Student Achievement and Wellbeing through high quality instruction. (Instruction)

GOAL: All students to meet or exceed grade level expectations in literacy and numeracy

STRATEGY: Learning Supports and Interventions; model and use evidence based practices for early intervention and prevention

K - 1 Intervention

History:

- 2013/14** Provided 5 schools with .4 additional staffing to support students in Kindergarten and Grade One who were struggling with literacy acquisition.
- 2015/16** Realigned staffing to add three more schools.
- 2016/17** Expanded to include all 20 elementary schools. Staffing was determined based on data from the District Early Primary Screens and the Early Development Inventory.

Benefits:

- Collaboration
- Modelling
- Collective Responsibility
- Early Identification/Support
- Problem-solving

Data: Early Primary Assessments

Kindergarten: At Risk on two or more screens¹

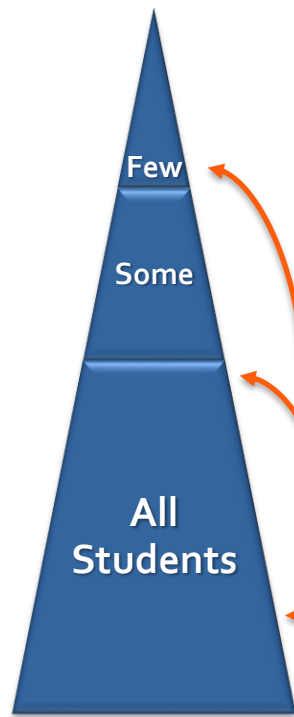
Grade 1: Reading Level² 10 or below

Grade 2: Reading Level 16 or below

Grade 3: Reading Level 21 or below

¹ Phonemic Awareness, Concepts About Print, Letter Identification, Fine Motor

² PM Benchmarks



Response to Intervention Pyramid

In-Service (2016/17) to date:

- September SPARK
- Running Records
- Literacy Centre Make and Take
- Small Group Instruction

By the numbers:

2015/16: 207 students received direct support.

2017/16 (October):

| K | Gr. 1 | Gr. 2 |
|----|-------|-------|
| 51 | 154 | 102 |

Current Interventions:

- | Kindergarten | Gr. 1 & 2 |
|---|---|
| <ul style="list-style-type: none">• Oral Language• Letter Identification• Phonemic Awareness• Fine Motor | <ul style="list-style-type: none">• Letter Identification• Phonemic Awareness• Phonics• Reading Strategies |

Support:

All schools have identified an "Early Intervention Teacher" who works with both students and classroom teachers to support literacy development in Kindergarten and Grade One. Early Intervention Coordinator, Jane Ulyot facilitates meetings with all of the Early Intervention Teachers and provides individual support at their schools to model, co-teach, collaborate and plan. Jane also provides individual support for classroom teachers and works with teacher teams in schools.