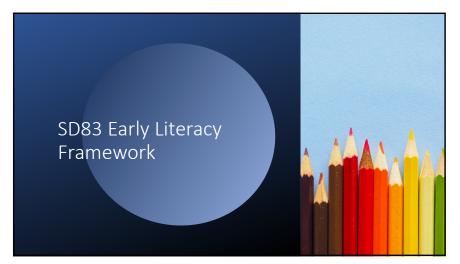


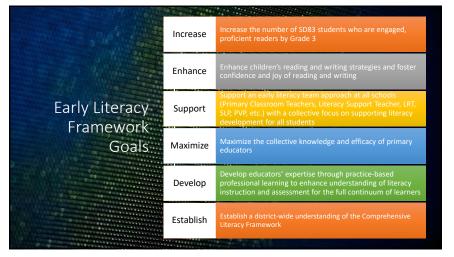
Early Literacy Guiding Principle — Dr. Richard Allington

"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."

5





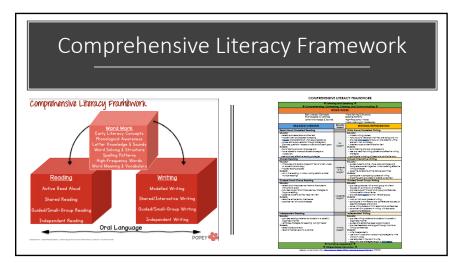
5

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)

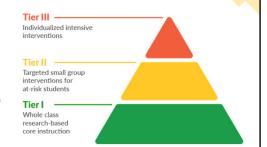
"Collective efficacy is evident when educators see themselves as part of a team working for their students. When educators believe in their collective ability to lead the improvement of student outcomes, higher levels of achievement result." (Donohoo, 2018)



9 11

RTI – Response to Intervention

- Tier 1 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 2 Focused supplemental instruction in small groups; research-based interventions targeted at specific strengths and needs; regular progress monitoring
- Tier 3 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)



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

10 12

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 Intervention (EDPlan Insight data sharing, RTI model) Support 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 13

FTE School 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

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.

(Kindergarten Pilot Project 2021-22)

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Literacy Support Teachers in every Elementary School (0.3 to 0.5FTE)

Curriculum & Assessment Support

Professional Learning Opportunities

