COAST MOUNTAINS BOARD OF EDUCATION
SCHOOL DISTRICT 82

BOARD OF EDUCATION
REGULAR MEETING

HYBRID MEETING
(IN PERSON AT BOARD OF EDUCATION OFFICE OR VIRTUAL VIA ZOOM)

WEDNESDAY, DECEMBER 13, 2023
5:00 P.M.

MEETING HANDOUT:

Agenda Item #10.2.2 – K-3 Literacy Initiative Update Presentation .... Pages 1-15

Learning Together, Realizing Success for All - Engage, Ignite, Empower

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #10.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	December 13, 2023
Topic:	**K-3 Literacy Initiative Update Presentation**		

Background/Discussion:

Efforts to improve academic outcomes across the district are taking root this year with a targeted investment in K-3 programming. Teachers and administrators at these lower elementary grades are participating in common professional learning focused on foundational literacy instruction and assessment.

With the support of district literacy lead Tina McDonald, District Principal and Literacy Coach Laura Gray, school-based literacy leads are beginning to use Acadience Reading Diagnostic to identify students' skills across a number of key measures including phonological awareness, word reading and fluency among others, so they are better informed and able to target instruction in relation to these foundational skills.

At the same time, through professional learning opportunities, K-3 classroom teachers around the district are becoming more familiar with evidence-based tools and approaches to instruction, including the use of the University of Florida's Literacy Institute (UFLI) Foundations program. UFLI lessons are developed by teachers and combine a great mix of explicit instruction and practice for students to become proficient readers.

Much of the literacy work this year in CMSD has resulted from the targeted financial supports of LNG Canada and Rio Tinto, and an in-kind donation from Canadian Tire. Thanks to these sponsorship agreements, the district has benefitted from both teacher professional learning and classroom resources that align with structured literacy approaches and foundational skill development.

The attached power point presentation titled *K-3 Literacy Update* will be shared by District Principal McDonald and Literacy Coach Gray for Trustees' information including a Q&A opportunity at the December 13 Regular (Public) Board Meeting.

Recommended Action:

For information only.

Presented by: Superintendent of Schools

1

COAST MOUNTAINS
SCHOOL DISTRICT 82

K-3 Literacy Update

Tina McDonald & Laura Gray

December 13, 2023

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3

Literacy Action Plan in 2023-24

Build Capacity

- Provide in-service and support to K-3 classroom teachers district wide with UFLI instructional tools
- Provide in-service and support to school-based literacy leads district wide with Acadience assessment tools

Gather Baseline Data

- Administer Acadience Reading assessment with all learners at Grades K-3 district wide

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What is Acadience

Acadience Reading is a set of standardized indicators of literacy skills. Designed for universal screening and progress monitoring, Acadience Reading can help prevent reading failure and improve reading outcomes for students in grades K–6. Our district focus was in K-3

What is UFLI

UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

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What are the Benefits of Acadience

1 Acadience Reading **provides reliable and valid universal screening to find students who may be at risk for** reading difficulties.

2 Acadience Reading **helps teachers identify children at risk for reading difficulties and determine the skills to** target for instructional support.

3 Progress monitoring and goal setting enable educators to set reasonable and achievable goals for struggling students.

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Why Acadience Reading?

By design, the Acadience Reading measures are **brief, powerful indicators** of foundational early literacy skills that:

- are **quick** and **efficient** to administer and score;
- serve as **universal screening** (or **benchmark assessment**) and **progress monitoring measures**;
- identify students in need of **intervention support;**
- evaluate the **effectiveness of interventions**; and
- support the **Multi-tiered approach to service delivery**

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Kindergarten

KINDERGARTEN

Beginning of Year
Nov 10 - Dec 1, 2023
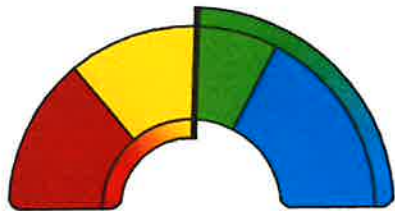
♀ 174

School District Overall

TESTED

174 students tested in 10 schools
49 students are well below 28%
40 students are below 23%
25 students are meeting 14%
60 students are exceeding 34%

FINDINGS

With intensive targeted intervention which involves progress monitoring, we could have most of the yellows meeting by spring.
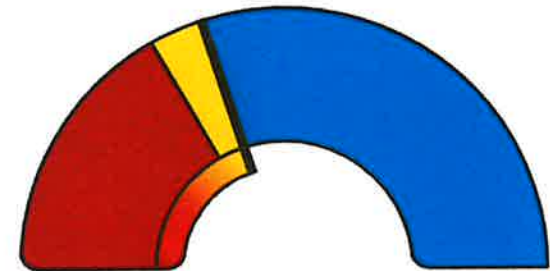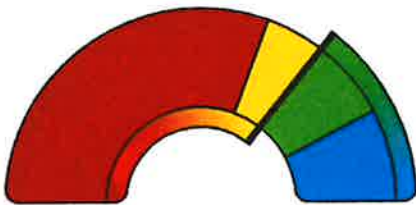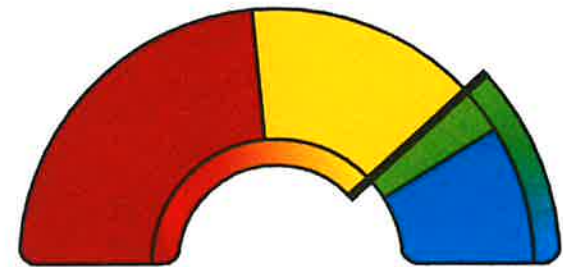

♀ 15

Sample School

Grade 1

GRADE 1

Beginning of Year

Nov 10 - Dec 1 2023

👤 233

School District Overall

TESTED

233 students tested in 10 schools
143 students are well below 55%
23 students are below 9%
31 students are meeting 13%
36 students are exceeding 15%

FINDINGS

The expectation surrounding solid letter and sound recognition is quite higher than in kindergarten. UFLI is an excellent resource to support teachers in building capacity in this area.
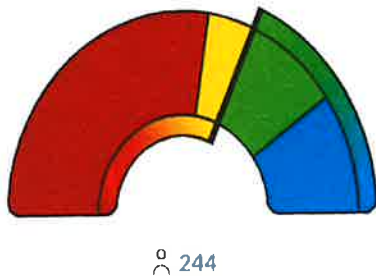

👤 17

Sample School

Grade 2

GRADE 2

Beginning of Year
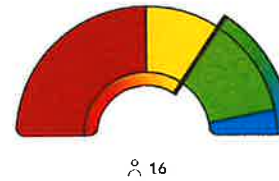Nov 10 - Dec 4, 2023

○‍ 244

TESTED

244 students tested in 10 schools
134 students are well below 55%
21 students are below 9%
42 students are meeting 17%
47 students are exceeding 19%

FINDINGS

The expectation surrounding reading and understanding the written word is more apparent in grade 2. Additionally, an emphasis on putting sounds together to make words is a focus. UFLI is an excellent resource to support teachers in building capacity in this area.
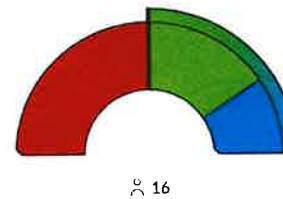
School District Overall
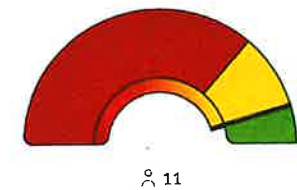
Reading Composite Score

○‍ 16

Nonsense Word Fluency

○‍ 16
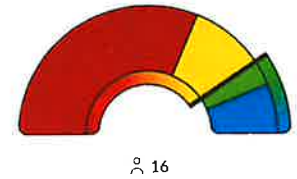
Oral Reading Fluency

○‍ 16

Oral Reading Retell

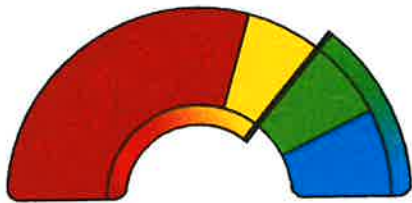○‍ 11

Sample School

10

Grade 3

GRADE 3

Beginning of Year
Nov 10 - Dec 4, 2023

 155

School District Overall

TESTED

155 students tested in 10 schools
91 students are well below 59%
20 students are below 13%
21 students are meeting 14%
23 students are exceeding 15%

FINDINGS

We can infer that these students were the ones that were most impacted by COVID. There are some significant gaps that are beginning to form between those who are and those who are not meeting grade level expectations.


 16

Sample School

11
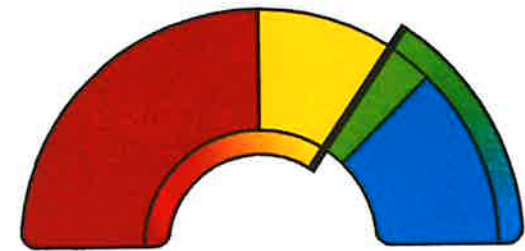
Multi-Tiered System of Supports (MTSS)

1 Tier 1 includes high quality classroom-wide **universal** instruction and support for all students.

2 Tier 2 provides **targeted** support to address gaps for a small group of students.

3 Tier 3 involves **intensive** support usually provided in a 1-1 setting.

Tier 3
Intensive — 5% Learners

Tier 2
Targeted — 20% Learners

Tier 1
Universal — 75% Learners
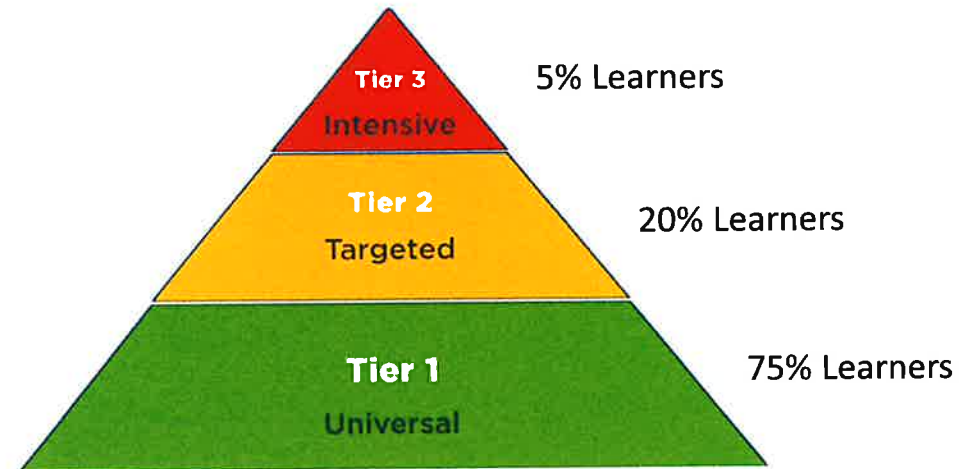
MTSS – Rocks, Pebbles, Sand & Water Analogy

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Thank-you!

LNG CANADA

RioTinto

CANADIAN TIRE

COAST MOUNTAINS SCHOOL DISTRICT 82

Every Child Has the Right to Read!
At Coast Mountains School District, we
will work together to honour their right.