



Date of Meeting: 2020 February 04

Item #: 4.0

<b>REPORT TO:</b>	<input type="checkbox"/> Administrative Council <input checked="" type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input type="checkbox"/> Planning and Priorities Advisory Committee <input type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
<b>TITLE OF REPORT:</b>	
<b>PRESENTED BY:</b> <i>(list ONLY those attending the meeting)</i>	Marion Moynihan, Superintendent of Student Achievement Andrew Canham, Superintendent of Student Achievement Kevin Auckland, System Principal, Learning Support Services Roseanne Ferrara, System Principal, Learning Support Services
<b>PRESENTED FOR:</b>	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
<b>Recommendation(s):</b> <i>(only required when presented for approval)</i>	
<b>Purpose:</b>	To share the Operational Plan Literacy Update with the Program and School Services Advisory Committee.
<b>Content:</b>	
<b>Financial Implications:</b>	
<b>Timeline:</b>	
<b>Communications:</b>	
<b>Appendices:</b>	Operational Plan LITERACY UPDATE: Phonological Awareness, Early Identification and Intervention

**Strategic Priority Area(s):**

<b>Relationships:</b>	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input type="checkbox"/> Create opportunities for collaboration and partnerships.
<b>Equity and Diversity:</b>	<input type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
<b>Achievement and Well-Being:</b>	<input checked="" type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised January 2020



# **Operational Plan LITERACY UPDATE: Phonological Awareness, Early Identification and Intervention**

**Program and School Services Advisory Committee Meeting  
February 4, 2020**

# Strategic Priorities, 2018-2021

## **ACHIEVEMENT AND WELL-BEING**

We engage in innovative learning experiences that promote excellence in student achievement and well-being.

## **EQUITY AND DIVERSITY**

We provide an equitable and inclusive environment that champions learning opportunities for all.

## **RELATIONSHIPS**

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

## Improve student achievement in literacy

### Targeted Outcomes:

Increase in number of grade 1 students demonstrate early literacy skills measured by Phonological Awareness assessment

Increase in primary and junior reading provincial assessment results

Increase in number of students meeting success on the Ontario Secondary School Literacy Test (OSSLT)

# Literacy

## Goal One:

- To improve early literacy skills in kindergarten and grade 1 students

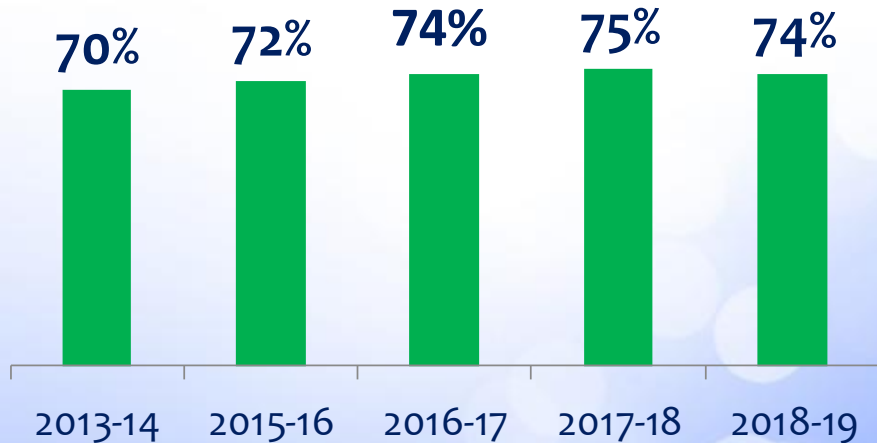
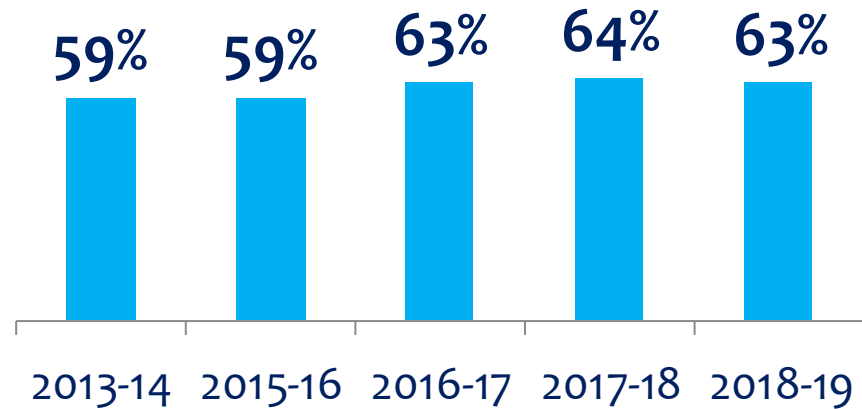
## Goal Two:

- To improve primary student reading comprehension skills and ability to demonstrate understanding (oral and written)
- To improve secondary student reading comprehension skills and ability to demonstrate understanding of information through written response

# EQAO Primary Reading Assessment



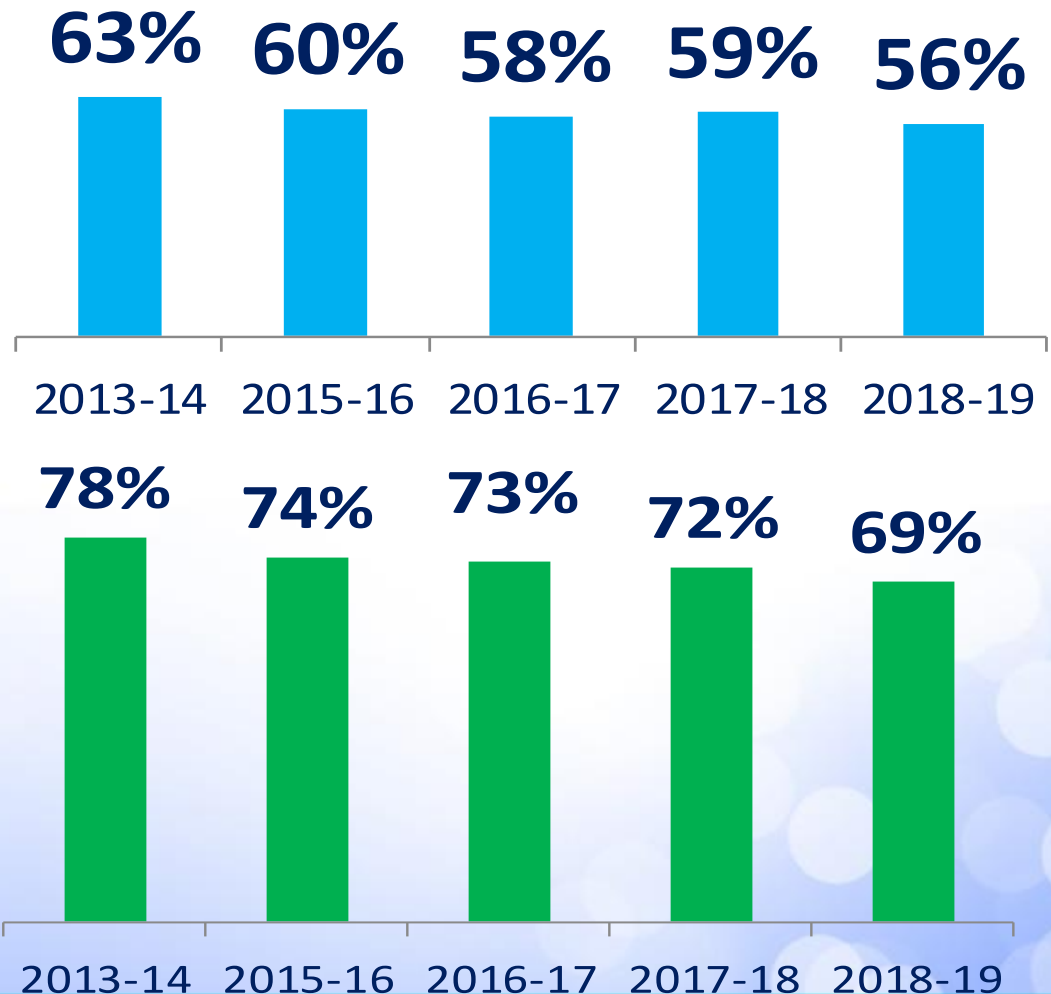
**Percent of All  
Students Meeting  
Provincial  
Standard**



# EQAO Primary Writing Assessment



Percent of All  
Students Meeting  
Provincial  
Standard



# Phonological Awareness Screening

Administration of assessment by Speech & Language Pathologists:

- Grade 1 students (fall 2019)
- Kindergarten Year 2 students (winter 2020)

Results:

- available by system, school and class
- reviewed by School Superintendent, school staff, and Speech & Language Pathologists
- used to inform programming for students

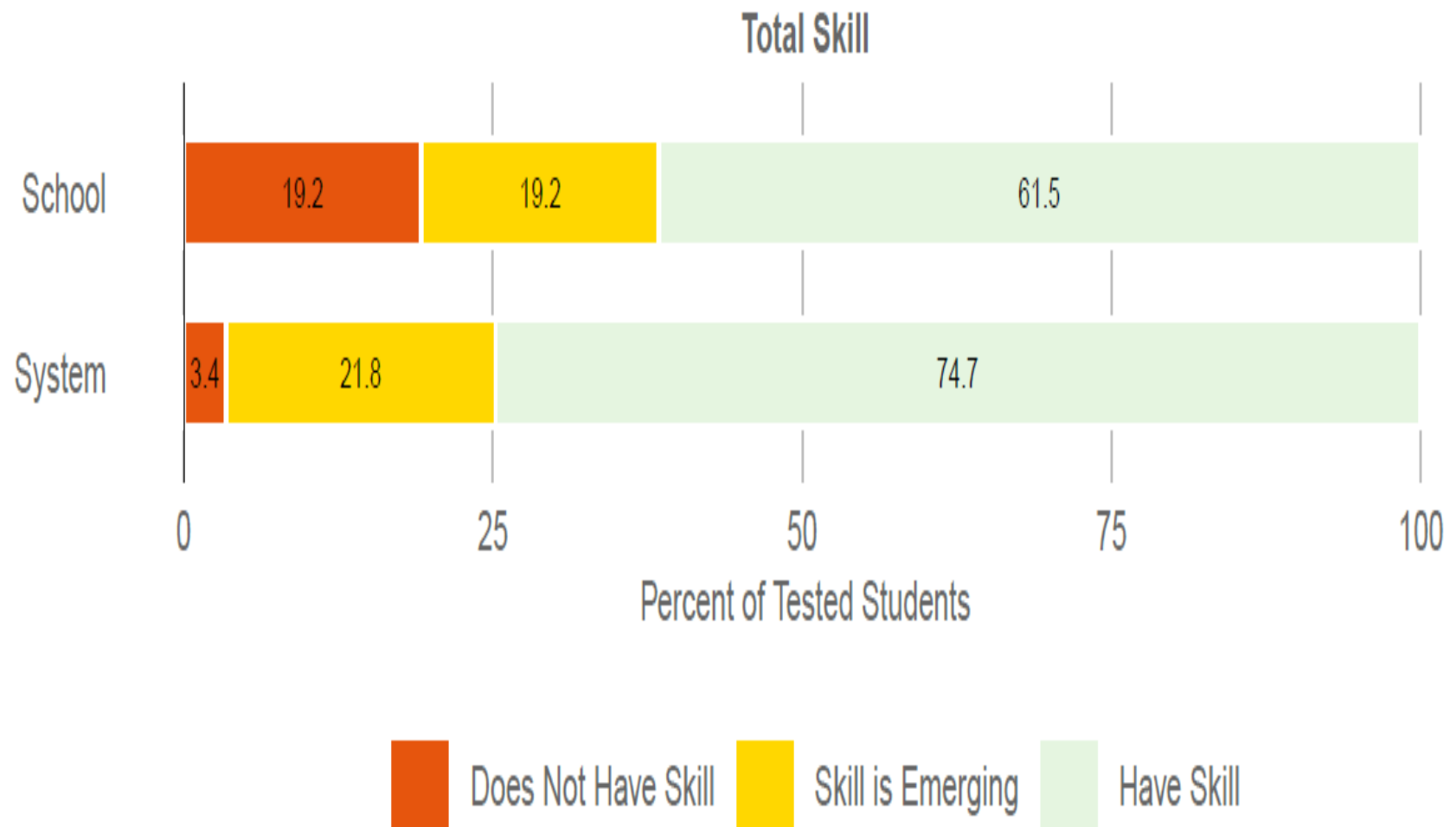
# Phonological Awareness Screening

<b>Exploring Words</b>	<b>Rhyme Recognition</b>
	<b>Rhyme Production</b>
<b>Earlier Skills</b>	<b>Sound ID Beginning</b>
	<b>Sound ID Ending</b>
<b>Middle Skills</b>	<b>Sound Blending</b>
	<b>Sound Segmenting</b>
<b>Later Skills</b>	<b>Sound ID Middle</b>
	<b>Sound Deletion</b>



# SCHOOL VS. SYSTEM REPORT

## Phonological Awareness Screener Results, *by Student Skill Level*



Phonological Awareness Results, *by Individual Student Scores*

Flag	Skill Attainment Level	Score Range	Deletion Scoring Score Range
Red	Does Not Have Skill	0	0 - 3
Yellow	Skill is Emerging	1 - 2	4 - 8
Green	Have Skill	3	9 - 12

Student Number	Student Name	CNT	Exploring Words		Earlier Skills		Middle Skills		Later Skills	
			Rhyme Recog. [/3]	Rhyme Product [/3]	Sound ID Beg. [/3]	Sound ID End. [/3]	Sound Blending [/3]	Sound Seg-ment [/3]	Sound ID Mid. [/3]	Sound Deletion [/12]
			2	0	0	0	1	0	0	3
		CNT	-1	-1	-1	-1	-1	-1	-1	-1
			2	2	3	3	3	3	3	12
			3	1	3	3	3	3	3	11
			2	0	3	3	2	1	1	9
			3	0	3	3	3	3	3	8
			2	0	0	0	2	0	0	0
			3	3	3	3	2	2	2	7
			3	0	3	3	3	2	3	11
			3	3	3	3	3	2	2	11
			1	1	2	2	3	2	0	5
			2	0	3	3	3	3	3	7
			1	2	3	3	3	0	0	12
			3	0	0	0	3	0	0	0
			3	2	3	3	3	3	3	7
			3	0	0	0	2	0	0	5
			3	3	3	3	3	3	3	11

Definitions:  
CNT: Could Not Test (Value will = -1)

# Phonological Awareness

Regional Professional Learning Sessions were held with school administrators in November / December 2019

The goal of these learning session was for Administrators to understand:

- how Phonological Awareness supports literacy;
- how to analyze the data;
- how to develop goals for each class in collaboration with school teams and provide them with Look Fors to better support Early Literacy in their schools; and
- how to make full use of resources available to the schools to support their goals

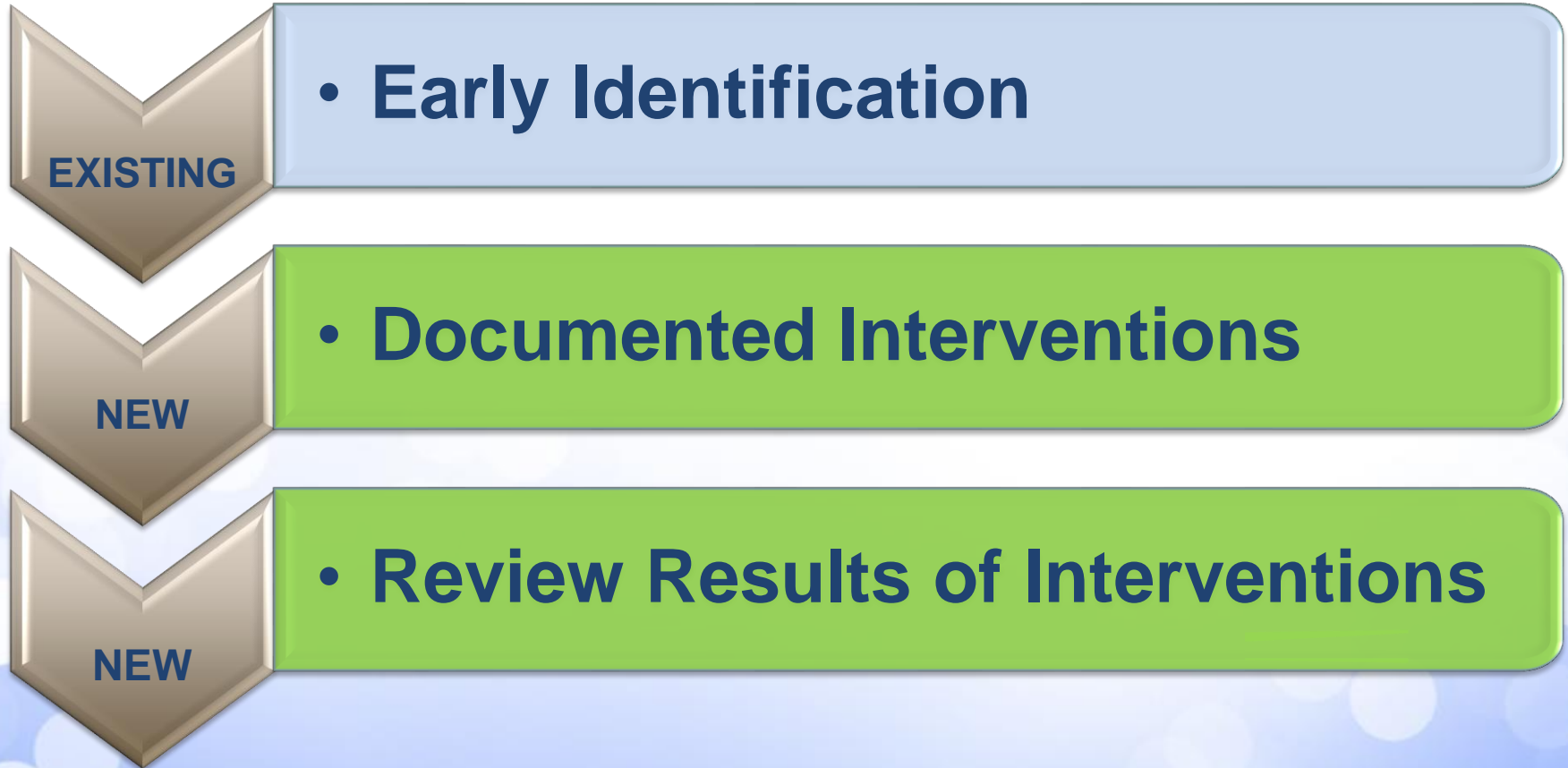
# Early Identification and Intervention

PPM 11: Early Identification of Children's Learning Needs

Assessment of student achievement in 4 areas in grades K1 – 3

- Self and Social Development
- Communication, Language and Literacy
- Cognitive and Conceptual Development
- Physical Development

# Early Identification and Intervention



# Early Identification and Intervention

A new digital tool has been developed:

- to provide the system with a standard set of skills/examples for each area/domain that is assessed, as well as strategies and interventions
- to track student progress and interventions through grades
- to produce documentation for parents/guardians
- to share information with other schools if student transfers occur

# Early Identification and Intervention Phases

Phase 1	Student Review
Phase 2	Early Intervention Meeting
Phase 3	Parent/Guardian Communication
Phase 4	Revisiting a Student

# Early Identification and Intervention: Student Review

## Domains

Domain	Skills	NO Student does not require additional supports and interventions at this time	YES Student does require additional supports and interventions at this time
Self and Social Development	<a href="#">OPEN →</a>		
Communication, Language and Literacy	<a href="#">OPEN →</a>		
Cognitive and Conceptual Development	<a href="#">OPEN →</a>		
Physical	<a href="#">OPEN →</a>		



# Early Identification and Intervention: Student Review

Communication, Language and Literacy

CLOSE X

Skills	No Supports & Interventions Required	Yes Supports & Interventions Required	Demonstration of Skills
	<input type="checkbox"/> All	<input type="checkbox"/> All	
Demonstrates Social Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">DEMO →</a>
Demonstrates Oral Language Comprehension Skills	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">DEMO →</a>
Demonstrates Expressive Oral Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">DEMO →</a>
Demonstrates developmentally appropriate Articulation, Fluency and Voice skills	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">DEMO →</a>
Demonstrates developmentally appropriate Phonological Awareness Skills	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">DEMO →</a>
Demonstrates Beginning Reading Behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">DEMO →</a>
Demonstrates Beginning Writing Behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">DEMO →</a>

# Early Identification and Intervention: Student Review

Demonstrates Beginning Reading Behaviours



- Demonstrates interest and enjoyment in reading (in English and/or home language)
- Recognizes environmental print (e.g., stop signs, restaurant logos)
- Demonstrates an awareness of basic book conventions
- Begins to demonstrate concepts of print (e.g., left to right directionality, understands the match between spoken message and printed words)
- Begins to use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures, use knowledge of oral language structures, use high frequency words, and/or of sound-symbol relationships)
- Learning letter names and making letter-sound correspondences
- ? Begins to recognize a few high frequency words

# Early Identification and Intervention: Early Intervention Meeting

- Selection of strategies to support identified need
- Establishment of next meeting date to review success of strategies
- Creation of communication letter to parents/guardians

# Early ID & Intervention Summary Class List

## Student Search

School

Class

<u>Student Name</u>	<u>Student Number</u>	<u>Grade</u>	<u>Inte- rven- tion</u>	<u>Self and Social Development</u>	<u>Communication, Language and Literacy</u>	<u>Cognitive and Conceptual Development</u>	<u>Physical</u>	<u>Revisit Date</u>	<u>Additional Recommendations (Internal, External, SSRF)</u>
		K2	No						
		K2	Yes	X					
		K1	Yes	X					
		K1	Yes		X				This is an internal. ▾
Total	4			2	1	0	0		<div>Print</div>

# Questions?

