



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair


Shelagh Dunn
Board Vice-Chair

Sherry Adams
Michelle Draper
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

The Board of Trustees of Edmonton School Division
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, February 11, 2020
2:00 p.m.

Board Meeting #10

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #09 – January 28, 2020
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, February 10, 2020, to speak under this item.)
- H. Reports:
 - 2. Strategic Plan Update - Literacy
(Recommendation)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notice of Motion
- L. Meeting Dates
- M. Adjournment

MINUTE BOOK**Board Meeting #09**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, January 28, 2020, at 2:00 p.m.

Present:**Trustees**

Shelagh Dunn
Michelle Draper
Trisha Estabrooks

Ken Gibson
Nathan Ip
Cheryl Johnner

Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Nancy Petersen

Kent Pharis
Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

A. O Canada 

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O Canada was performed by the Northmount School Choir and Northmount Handbell Ensemble, under the direction of Mrs. Vivianne Kruhlak.

B. Roll Call: (2:00 p.m.)

The Superintendent advised that Trustees Adams and Janz were absent. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Ip:

**“That the agenda for the January 28, 2020, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair thanked staff in the Division’s 213 schools that helped keep students’ spirits up and their minds engaged during the very cold weather in mid-January. On behalf of the Board of Trustees, the Board Chair thanked the Maintenance and Custodial staff who worked hard to make sure schools were safe and running smoothly.

The Board Chair thanked Education Minister LaGrange for a recent meeting with Superintendent Robertson, Vice-Chair Dunn and herself. She said they had an important conversation about some of the financial challenges facing Edmonton Public Schools and explained the importance of planning ahead for a Division this size. The Board Chair stated that Minister LaGrange recognized that there is much change ahead and she agreed that as many dollars as possible should be directed to the classroom.

The Board Chair thanked the Alberta School Boards Association (ASBA) for bringing board chairs from across the province together in Edmonton last week. She explained that it was an important meeting for chairs from public, separate and francophone divisions to share the impact of the Fall Budget and discuss concerns for Budget 2020 as well as the many uncertainties that exist around the funding framework and the pending changes to how money will be allocated for education.

The Board Chair thanked organizers of the Annual Autism Conference in Edmonton for inviting her to speak and appreciated the opportunity to share the desire of the Edmonton Public Schools Board to work towards phasing out seclusion rooms. The Board Chair acknowledged the work of Edmonton Public Schools staff and all of their efforts in providing training, setting high standards for what seclusion rooms must look like, the Division’s strict regulations on the use of these rooms and how important parents are in the conversation about the use of seclusion rooms.

The Board Chair thanked parents and families who had completed the transportation survey and advised that it is available online until January 31, 2020. She encouraged all parents, even those

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who do not have children that ride the bus, to participate in the survey. She remarked that the Division is at a critical crossroads and the Board of Trustees realizes that the way in which we offer transportation services is not sustainable. The Board Chair said that things need to change and that the Division is committed to listening to parent feedback on the kind of service that is provided and what is charged for that service.

E. Communications from the Superintendent of Schools

The Superintendent announced that Hockey Helps Kids launched its 5th year on January 16, 2020. He explained that kids from around the city get the opportunity to learn the value of social responsibility and community outreach, and they get to do so as part of the Oilers team. The Superintendent reported that four Edmonton Public Schools are paired with an Oilers player and together each team chooses a charity. The teams then competes for fan votes to win \$25,000 for its charity. He shared that all runner-up teams receive a participation award of \$10,000 for their charity. The January 2020 Hockey Helps Kids teams are as follows:

OILER	SCHOOL	CHARITY
Khiara	Hillcrest	YESS (Youth Empowerment & Support Services)
Nurse	Westminster	Little Warriors
Draisaitl	Allendale	Prosper Place Clubhouse
Nugent-Hopkins	Balwin	YOU CAN Youth Services

The Superintendent thanked the Edmonton Oilers Community Foundation and school staff and students for working together for these great causes. He encouraged everyone to get their votes in and said that they can vote every day until February 19, 2020.

F. Minutes

1. Board Meeting #08 – January 14, 2020

MOVED BY Trustee Dunn:

“That the minutes of Board Meeting #08 held, January 14, 2020, be approved as printed.”

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

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2. Second, Third and Final Reading of DK.BP Division Technology

MOVED BY Trustee Stirling:

"1. That Board Policy DK.BP Division Technology be considered for the second, third and final time at this meeting."

(UNANIMOUSLY CARRIED)

"2. That Board Policy DK.BP Division Technology be considered for the second time.

(UNANIMOUSLY CARRIED)

"3. That Board Policy DK.BP Division Technology be considered for the third and final time and approved."

(UNANIMOUSLY CARRIED)

The Board Chair thanked the community members and staff that completed the survey and provided valuable feedback.

3. Omnibus Board Policies *Education Act* References: First, Second, Third and Final Reading

MOVED BY Trustee Stirling:

"1. That Omnibus Board Policies *Education Act* be considered for the first, second, third and final time at this meeting."

(UNANIMOUSLY CARRIED)

"2. That Omnibus Board Policies *Education Act* be considered for the first time."

(UNANIMOUSLY CARRIED)

"3. That Omnibus Board Policies *Education Act* be considered for the second time."

(UNANIMOUSLY CARRIED)

"4. That Omnibus Board Policies *Education Act* be considered for the third and final time and approved."

(UNANIMOUSLY CARRIED)

4. Motion re: Choice in Education Survey

MOVED BY Trustee Draper:

"That the Board of Trustees of Edmonton Public Schools request the disaggregated results from the Choice in Education survey, rather than a summary compiled by the Ministry, and it be shared with all school boards."

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MOVED BY Trustee Ip that the motion be amended:

“That the Board of Trustees of Edmonton Public Schools request the disaggregated results from the Choice in Education survey ~~as well as information collected from focus group sessions that were conducted by the Ministry of Education, and any other data collected during the consultation process rather than a summary compiled by the Ministry,~~ and it be shared with all school boards.”

(UNANIMOUSLY CARRIED)

The Board Chair called the question on the motion as amended.

(UNANIMOUSLY CARRIED)

5. Interim Ward Boundaries

Information was provided regarding land that has been newly annexed into the City of Edmonton and will become part of the Edmonton Public School Division by Ministerial order. This requires the Division to provide education, transportation and an Edmonton School Division Trustee.

6. First, Second and Third Reading of Bylaw to Amend the Trustee Ward Boundaries

MOVED BY Trustee Ip:

“1. That Bylaw No. 2020-1 be introduced.”

(UNANIMOUSLY CARRIED)

“2. That, in accordance with Section 76 of the *Education Act*, Bylaw No. 2020-1 be read for the first time.”

(UNANIMOUSLY CARRIED)

“3. That, in accordance with Section 76 of the *Education Act*, Bylaw No. 2020-1 be read for the second time.”

(UNANIMOUSLY CARRIED)

“4. That, in accordance with Section 76 of the *Education Act*, Bylaw No. 2020-1 be read for the third time.”

(UNANIMOUSLY CARRIED)

7. Annual Update on Operational Efficiencies 2018-2019

Information was provided regarding efficiencies that were continued from 2017-2018, new efficiencies that occurred during the 2018-2019 school year, and other efficiencies currently being explored.

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Trustee Gibson requested that the Board Chair send a letter including the Division's Annual Update on Operational Efficiencies report to the Minister of Education and the Associate Minister of Red Tape Reduction.

8. Edmonton Public School Division Climate Readiness
(Response to Request for Information #055)

Information was provided regarding the Division's climate readiness and carbon emissions reduction efforts.

Trustee Dunn requested the following information:

- What knowledge, skills and attitudes will students need in a world impacted by climate change?
- What is Edmonton Public Schools Division's current carbon footprint?

Mr. Wright advised that this information would be provided to the Board.

I. **Other Committee, Board Representative and Trustee Reports**

Trustee Adams submitted the following report in writing:

On January 17, 2020, Trustee Adams attended the Alberta School Board Association (ASBA) Zone 2/3 meeting where Mr. Maurice Fritz gave a valuable presentation on effective ways to lobby the government.

Trustee Adams reports that she attended the Chinese New Year celebration at Meyokumin School. She also attended four parent council meetings that were held at Bisset, Dan Knott, Menisa, and Sakaw schools. Trustee Adams mentions that parents have been very engaged in the discussions about the upcoming budget and what it means for each school and the Division as a whole. These meetings have been good opportunities for parents to understand possible implications to classrooms, to voice their personal concerns, look at some creative solutions and become advocates to the government for a greater investment in the education of children and their future.

Trustee Draper stated that in this challenging time in public education, it is more important than ever for Trustees to engage families in discussions about the impacts of the provincial budget. Over the past few weeks, she has had the opportunity to attend Homesteader, Dr. Donald Massey, Kildare, Kirkness, Sifton and Belmont school council meetings. She will be attending Delwood and Belvedere's meetings next week.

Trustee Dunn reported that she is pleased to be attending many school council meetings, and to see parents engage in valuable conversations regarding the Division's upcoming budget process and the budget scenarios that have been shared. She has been copied on many letters from parents expressing their concerns about the freeze on education funding while enrolment

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numbers continue to grow. Trustee Dunn thanked parents and community members for including her in their personal advocacy.

Trustee Ip invited everyone to a town hall meeting he will be hosting on January 30, 2020, commencing at 6:30 p.m. at Nellie Carlson School.

Trustee Stirling thanked the W.P. Wagner, Clara Tyner, Velma E. Baker, Donnan, and Edith Rogers school councils for inviting her to join them for important conversations about the provincial budget and the decisions Edmonton Public Schools may be facing. Trustee Stirling thanked the families for their strong support for public education.

Trustee Stirling advised that she will be hosting a town hall meeting on April 2, 2020, at Greenvue School, following the spring provincial budget to discuss the implications for Edmonton Public Schools of the funding formula review and anticipated legislative changes.

J. Trustee and Board Requests for Information

Trustee Draper requested that the Administration share how the extreme cold weather during the past few weeks affected Edmonton Public Schools. In particular, she is interested in impacts on infrastructure and challenges with transportation and how these challenges were addressed.

Trustee Draper met with Member of Parliament Ziad Aboultaif to discuss the motion about federal support for newcomer families, and the challenges Edmonton Public Schools is facing in its growing Division with reduced funding from the provincial government. She looks forward to ongoing conversations about what federal support the Division may be able to access to continue to support Edmonton Public Schools students and families.

K. Notices of Motion

MOVED BY Trustee Gibson:

**“1. That the Board of Trustees grant waiver of notice of motion to consider my proposed motion at this meeting.”
(UNANIMOUSLY CARRIED)**

MOVED BY Trustee Gibson:

“2. That Edmonton Public Schools Administration conduct a survey or otherwise gather parent and staff input regarding preferences on how a calendar that has an additional three PD days and two non-instructional days, while maintaining overall instructional time and the quality of the Division’s students’ education could be structured and bring that information back as a recommendation report to the Board.”

IN FAVOUR: Trustees Dunn, Estabrooks, Gibson, Ip, and Johner

**OPPOSED: Trustees Draper and Stirling
(CARRIED)**

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The Superintendent advised that input will be gathered and a Recommendation report including an updated 2019-2020 Division Calendar will be presented to the Board of Trustees for their deliberation at the February 25, 2020, Board meeting.

L. **Next Board Meeting: Tuesday, February 11, 2020, at 2:00 p.m.**

M. **Adjournment: 5:03 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: February 11, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Literacy

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE

STAFF: Janice Aubry, Patti Christensen, Lynn Farrugia, Brenda Gummer, Marlene Hanson, Leanne Ogenorth, Ann Parker, Cynthia Pharis, Natalie Prytuluk, Soleil Surette, Marian Thompson, Mark Wesner

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of the data, strategies and initiatives used in support of literacy learning, highlighting the collaborative efforts of the Instructional Supports units as they work with schools in support of high quality teaching and learning in the area of literacy.

BACKGROUND

In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and District staff. The plan serves as the foundation for a District culture of evidence-based decision-making, assurance and accountability.

To demonstrate the District's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This Strategic Plan Update report reflects the work in support of high quality teaching and learning of literacy and is in direct response to Priority 1 Goal 2 of the 2018-2022 District Strategic Plan, P1 G2: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

KEY POINTS

This Strategic Plan Update report provides the Board of Trustees with an overview of the work in support of literacy learning, highlighting the collaborative efforts of the Instructional Supports units as they work with schools in support of high quality teaching and learning in the area of literacy.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Literacy

NP:mh



Strategic Plan Update:

Literacy

February 11, 2020



epsb.ca

INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an overview of Division efforts in support of literacy. Priority 1 of the 2018-2022 Strategic Plan calls for the Division to, “foster growth and success for every student by supporting their journey from early learning through high school completion and beyond”. The outcome of Priority 1 Goal 2 of the 2018-2022 Strategic Plan sets the direction that, “more students [will] demonstrate growth and achieve student learning outcomes, with a specific focus on literacy and numeracy”.

Investment in literacy can reduce costs in:

- Social assistance
- Healthcare
- Justice

Frontier College, 2017

The importance of literacy cannot be overstated. Literacy has a lifelong impact on individuals, as lower levels of literacy have consequences at both the individual and societal level. For individuals, lower literacy skills are associated with poverty, employment instability and dissatisfaction, and poorer health outcomes. For the broader society, low literacy levels within a population can have both an economic and civic impact on the community. In Canada, approximately 40 per cent of working aged

A 1% rise in literacy rates can lead to a 3% rise in GDP.

Schwerdt, 2018

adults do not meet minimum literacy standards, and increasingly jobs require at least this standard. (Canada West, 2018).

Alberta Education defines literacy as *the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living*. Through Kindergarten to Grade 12, literacy is critical in helping students to make sense of the world around them and navigate their daily lives; additionally, literacy is foundational to their learning across the curriculum. With this in mind, schools and catchments, in collaboration with central units, are very intentional in the area of literacy instruction and supports.

This report takes a look at Division efforts in support of literacy through an overview of literacy related data sets; the strategies and interventions that staff of Edmonton Public Schools are using in support of high quality literacy teaching and learning; and how the work to support literacy learning is a shared responsibility across the instructional supports group of central decision units. The information in this report builds upon the Division’s most recent results in literacy achievement reported on pages 20-26 of [the 2018-2019 Annual Education Results Report and Three-Year Education Plan](#).

INSTRUCTIONAL SUPPORTS FOR LITERACY SUCCESS

The group of five central decision units that come together under the umbrella of Instructional Supports to Schools is comprised of Curriculum and Resource Support (CRS), Research and Innovation for Student Learning (RISL) and the Inclusive Learning (IL) trio of Specialized Supports and Services, Diversity and Comprehensive School Health, and Early Years. The work to support schools and catchments in the provision of high quality literacy instruction weaves across and throughout the expertise of the five Instructional Supports teams. These units collaborate to support the teaching and learning of literacy in the Division from pre-Kindergarten through to Grade 12. Their work fits well within the pyramid of intervention, which outlines a comprehensive system of instructional strategies and interventions that can be delivered in response to the needs of Division students:



- Tier 1-Universal Strategies: a range of universal instructional strategies and classroom supports that help all students advance in their literacy development.
- Tier 2-Targeted Strategies: intentional, targeted supports provided by the classroom teacher that are more specific to small groups or individual learners such as additional time, Google Read and Write, ELL support and formal reading interventions.
- Tier 3-Specialized Strategies: individual supports such as specialized assessments and strategies tailored to the unique literacy learning needs of an individual student.

The following is an overview of how the Instructional Supports units work with schools in support of high quality literacy teaching and learning. This work reflects the unique expertise and content area of the individual units, as well as their shared responsibility and collaboration towards supporting quality literacy instruction across the Division.

EARLY YEARS

There is a large body of research that speaks to the importance of children's exposure to literacy prior to the start of their formal education (National Center for Family Literacy, 2008); and while some children begin school already well on their way as readers and writers, others arrive in school requiring more immersion in language-rich environments to catch up to their peers. Alberta Health's Early Development Indicator (EDI) data indicates that children in Edmonton are more vulnerable to not meeting age-appropriate developmental outcomes compared to children across the province. This reinforces the importance of early intervention programming for children. The Division offers Pre-Kindergarten and full- and half-day Kindergarten to prepare children for entering Grade 1. These early years programs intentionally provide a language-rich classroom environment using a play-based approach to learning.

In the early years, oral language development is considered to be the foundation to the development of emergent literacy skills. Developing the skills and knowledge of listening and speaking, which have a strong relationship to reading comprehension and to writing, is foundational to the development of literacy skills.

Early interventions for children whose oral language is not developing appropriately is important for leveling the playing field. The October 2019 [Strategic Plan Update Report: Early Years](#) presented data on the effect of early interventions for children with speech delays. As well, in Kindergarten, teachers use the Early Years Evaluation - Teacher Assessment (EYE-TA) tool to assist in identifying children who might be at risk for literacy delays, enabling the intentional early application of interventions and programming to address developmental delays or gaps.

Effect of Early Interventions on Children with Speech Delays

- 26% no longer required specialized support
- 20% who began with severe delays (Tier 3) now only need mild to moderate support (Tiers 1 and 2)

Strategic Plan Update Report: Early Years,
October 2019

All children attending Pre-Kindergarten and Kindergarten benefit from early identification and differentiated instruction in a language-rich environment as part of Tier 1 literacy supports. Teachers and educational assistants are able to collaborate with speech language pathologists around programming interventions and strategies to better support children in the crucial early years as part of Tier 2 supports. Individualized support for oral language development is provided through speech language assistance within the classroom as part of Tier 3 literacy interventions.

CURRICULUM

When thinking about the continuum of literacy learning, learning to read is a lifelong process that begins at home. Kindergarten lays an initial foundation to literacy learning, and in Grades 1-3 the focus on learning how to read builds fundamental skills to becoming literate. Areas identified as being specifically important to reading development include:

- Phonemic awareness - discriminating individual sounds in words
- Phonics - linking letters and sounds
- Comprehension - making sense of text
- Vocabulary - knowing what the words mean
- Writing - composing and spelling
- Fluency - reading text accurately, smoothly and expressively

To assist Division teachers in their efforts to support students in the development of lifelong reading skills, the Division introduced the District-Wide Focus on Reading (DFR) in 2015-2016. The DFR reflects a valuing of teacher expertise and professional judgment, with a focus on the individual and collective success of students. It supports the building of teacher capacity for improving reading outcomes and determining student achievement relative to reading outcomes in the curriculum. Through the DFR, teachers and principals collaborate with staff from central services to further develop and implement practical and effective resources and instructional practices in reading.

Additionally, through the DFR, the Division captures whether students are reading at, above or below grade level. This data, along with results from the Highest Level of Achievement Test (HLAT) for writing and local school literacy measures, assists teachers in programming for students and identifying which students might benefit from additional supports or interventions. Data and feedback gathered through the DFR initiative helps to inform many of the literacy related initiatives occurring across the Division. These initiatives are intended to further build staff expertise and capacity in the area of literacy instruction. For the 2019-2020 school year reading at, above or below grade level reporting will include students in Grades 1 to 9.

As grades progress, the focus on reading shifts more to reading to learn; however, students continue to be supported in their reading development to ensure that they can understand more and more complex texts across subject areas.

When one thinks about literacy in relationship to the program of studies, it is typically associated with language arts; however, every subject area has its own unique literacy features, as literacy is foundational to all learning. In the Alberta curriculum, literacy is present across the subjects - language arts, science, social studies and mathematics, fine arts and health and life skills. In each of these areas, students learn how to read different kinds of text, write and express themselves in the formats associated with each subject and develop subject-specific vocabulary. Core to the concept of literacy being presented across all subjects is the idea that every teacher teaches and supports literacy regardless of their subject specialization. The following table provides examples of what literacy learning looks like across the Alberta curriculum:

Subject	Literacy Learning
Language Arts	communicate feelings evoked by a story using a media or mode such as dance, art, or video; create rhyme in a song or poem; and adjust oral and written communication according to audience
Mathematics	understand math-specific vocabulary and recognize that words can have different meanings depending on the context; explain reasoning in answering a question; and acquire information and use comprehension strategies to solve a mathematical problem
Social Studies	prepare and participate in a debate on a current event; write to the mayor about the need for a new playground in their community; and interpret a political cartoon

Science	engage in research based on brainstormed ideas and questions on a specific topic; read and interpret the periodic table; and record daily weather in journals using text and illustrations
Fine Arts	express ideas, emotions and understanding through movement, music, dramatic play or visual representation; read a musical score; and write and produce a play
Health, Life Skills and CALM	describe how social messages and stereotypes can affect feelings of self-worth; set and modify written goals to improve personal wellness; and research and explain the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships

The work of CRS assists teachers across all of these subject areas to incorporate the teaching of literacy into their practice. Examples of this support include:

- Provision of consultant support to teachers and school leaders
- Development of the *Reading Changes Lives* informational toolkit
- Development of a video series on building vocabulary proficiency in math
- Development of online learning modules focused on literacy
- Provision of professional learning sessions focused on literacy

Significant work has also been done around supporting the identification of literacy print materials and resources to help ensure that school collections reflect the students of the school community. A great example of this work is the Literacy Toolkit. Developed by the First Nations, Métis, and Inuit Education Team, the Literacy Toolkit is a K-6 resource that focuses on literature with Indigenous voices and Canadian content. The kit includes culturally relevant resources that are leveled (organized by level of difficulty) to support literacy instruction for Division 1 and 2 teachers. All books located within the kit are leveled and can be used as a resource to support curriculum delivery or as part of an intervention program.

INTERVENTIONS

The Division provides a range of formal and informal literacy interventions to students not yet reading or writing at grade level. Formal literacy interventions include: Reading Recovery (RR), Leveled Literacy (LLI), Middle Years Literacy (MYLI), Adapted Literacy Intervention (ALI), and High School Literacy Intervention (HSLI). Literacy leadership capacity is further developed by the teachers receiving training in these formal interventions. Feedback from intervention training indicates that after receiving training, teachers develop a self-perception of increased efficacy in their teaching and their ability to support their fellow teachers in their teaching of literacy. Teachers trained in literacy interventions work with students one-on-one or in small groups towards meeting grade-level expectations.

Reading Recovery

Reading Recovery (RR) is an early literacy intervention program for the lowest achieving Grade 1 students who need one-to-one teaching to get reading and writing underway. It is designed to prevent literacy failure and close the student achievement gap, bringing students to average levels of classroom performance in reading and writing in 12-20 weeks. Reading Recovery teachers work individually with students, providing daily 30-minute sessions. Reading Recovery is a resource-intensive intervention that many schools find challenging to maintain in their budgets; however, the high quality professional learning teachers receive through RR builds strong literacy leadership within the school community and teachers are able to apply RR practices into their work with all students.

Reading Recovery	2018-19	2017-18	2016-17	2015-16
Number of students formally supported through RR across the Division	62	62	66	52
Accelerated or substantial growth (%)	72%	73.5%	76%	72%
Limited growth (%)	28%	26.5%	24%	29%

Data triangulation between the results of the DFR (reading) and HLAT (writing) for students who participated in the RR program indicate that it has a significant positive impact. For 2018-2019:

- 71 per cent of students who completed RR were able to write at grade level at the end of the school year
- 71 per cent of students who completed RR were reading at or above grade level

Grades 2 and 3 students who completed RR in Grade 1 and did not change schools were tracked in 2017-2018.

- 81 per cent of those who had made accelerated or substantial progress in RR were determined to be at or above grade level in reading
- 67 per cent were writing at an adequate or proficient level

Research indicates that teachers trained in RR transfer the skills that they acquire into how they teach all of their students. They develop a deep understanding of literacy instruction and apply this understanding using their professional judgement in their classrooms (Stouffer, 2015). Thus even if a school no longer offers a formal RR program, the skills and knowledge a teacher gained through RR training continue to be used in the classroom to support literacy programming.

Leveled Literacy and Middle Years Literacy

Leveled Literacy (LLI) is targeted to support below-grade readers in Grades 1-9. It is designed to be administered individually or in groups of two or three students for 30-45 minutes, five times a week to accelerate reading growth over a 12-20 week period. Teachers receive targeted LLI training and lessons are based on Fountas and Pinnell's Leveled Literacy Intervention resources.

Levelled Literacy Intervention (Grades 1-9)	2018-19	2017-18	2016-17	2015-16	2014-15
Number of students supported by LLI across the Division	1,067	935	722	561	511
Average reading growth (months)	7.7	6.7	7.0	6.4	6.7
Average number of lessons	44	41	43	48	49
Extrapolated reading growth in 4 months of interventions (months)	8.0	7.0	7.2	6.8	6.7

Middle Years Literacy Intervention (MYLI) is designed to assist students in Grades 3-9 who are at-risk in their literacy learning. Ideally, it is designed to work for individuals or groups of two to three students, who meet three to five times a week for 30-45 minutes. Targeted support is provided during each lesson based on an initial assessment and ongoing monitoring intended to accelerate each student's literacy progress.

Middle Years Literacy Intervention (Grades 3-9)	2018-19	2017-18	2016-17	2015-16	2014-15
Number of students supported by MYLI across the Division	114	101	61	98	110
Average reading growth (months)	13.0	8.0	9.0	11.0	13.0
Average number of lessons	46	38	63	48	47
Extrapolated reading growth in 4 months of intervention (months)	11.0	9.8	7.0 ¹	10.8	12.2

While there is a recommended number of weekly lessons for both LLI and MYLI, student absences, school events, and teacher scheduling can all play a factor in meeting this goal. The Division's data does indicate that receiving more lessons per week has a positive impact on reading growth.

In comparing the extrapolated reading growth at four months for LLI and MYLI it should be noted that the difference in grade range likely impacts final cohort results, as extrapolated LLI results for Grade 3 and above are similar to MYLI results. Students in Grade 1 reflect a wider age-appropriate developmental range and are acclimatizing to a full day of school. Typically, schools do not begin any kind of formal reading intervention until after the winter break, when the students are more settled and a bit older. Altogether, the average growth experienced by students is usually at least twice what is expected in a regular classroom, indicating the efficacy of these interventions. More detailed cumulative results for LLI and MYLI are available in Appendix A.

Adapted Literacy Intervention and High School Literacy Intervention

Adapted Literacy Intervention (ALI) is a small group (one to three students) intervention in French Immersion and Bilingual programs designed to support the lowest achieving students in Grades 1-9 in the target language. It is intended to be undertaken daily for approximately 12-20 weeks to bring students closer to achieving grade-level in the target language for both reading and writing. Students in Grades 1-3 receive 30 minutes of daily instruction, while students in Grades 4-9 receive 45 minutes. Typically, only a small number of students receive this intervention (less than 10); this is reflective of the lower number of children participating in language programming compared to the Division's overall student enrolment.

High School Literacy Intervention (HSLI) is designed for teachers of all disciplines in Grades 10-12 to increase their knowledge about strategies to enrich student learning by deepening students' comprehension of texts, increasing vocabulary knowledge, and enhance writing. It is intended for struggling readers and writers to accelerate learning, is short term, and occurs in small group instruction based on assessments and students' competencies. As part of this work around literacy interventions, high schools are exploring Literacy Foundations and literacy strategies across the subject areas. There is currently no data for this intervention as the Division is working towards formalising HSLI so that it more closely resembles RR, LLI and MYLI.

SPECIALIZED SUPPORTS

Recognizing the diversity of students served across the Division, and their wide range of literacy learning needs, the Division offers a variety of specialized literacy strategies and interventions to support meeting the literacy learning needs of all students.

¹ The lower 2017-16 results for MYLI were in part likely due to the application of the intervention to more students in Grades 1 and 2 compared to the other years, as MYLI is intended for Grades 3 and up.

English as a Second Language (ESL)

As the number of English language learner (ELL) students has grown to approximately 25 per cent of the Division's overall student population, there has been a significant increase in the number of students participating in ESL programming, particularly at the high school level. The work to support literacy learning for our ELL students must reflect the added complexity of developing literacy skills as well as supporting students in their fluency in the English. To support staff working with our ELL students, the Division brought in Dr. Diane Staer Fenner as a professional learning opportunity to build teaching and leadership capacity in this area. Dr. Fenner is an expert in ESL instruction and assessment and the author of several books on teaching ELL learners, building teacher capacity for ESL and advocating for ELL students. As part of the capacity building, junior high schools were provided with a copy of Dr. Fenner's book *Unlocking English Learners' Potential: Strategies for Making Content Accessible*.

Using Dr. Fenner's work with ELL learners as a guide, the Division is updating its ESL guiding document. Key points include:

- The importance of using a strengths-based approach rather than focusing on deficits
- The need to teach language and content together
- The importance of collaboration between staff
- The importance of educators as advocates for their students

Across all divisions, multicultural representation is encouraged along with a focus on oral academic language and vocabulary development. This approach is supported by recently completed research at the University of Alberta and the University of British Columbia, which recommended that support for ELL students should focus on both oral language and literacy as the former strongly predicted reading comprehension outcomes (Paradis, 2019).

Individual Supports

In schools there is significant teacher capacity to assess student reading levels to inform programming and intervention strategies. However, when a student's reading growth is not improving, schools are able to access the support of Division reading specialists. These professionals are available to further assess students and diagnose learning disabilities, offer programming recommendations and debrief with families, teachers and schools.

Some students require even more individualized support; for learners with significant developmental disabilities, the Division offers an emergent literacy approach. There exists a long-standing emergent literacy community of practice, and emergent literacy professional learning is robustly attended. Many of the Inclusive Learning consultants have considerable training in emergent literacy and are available to consult with teachers beyond the professional learning sessions. Emergent Literacy is premised on the belief that all students are competent and can learn. Programming through an emergent literacy approach includes the following strategies and interventions:

- Sharing reading
- Predictable chart writing
- Alphabet and phonological awareness
- Independent writing and reading
- Symbol-based communication

Another area of support for the Division's diverse learners is through the augmentative and alternative communication program, which can begin as early as pre-Kindergarten and supports children with no to limited verbal expressive communication skills. Along with support from specialized teams including speech language pathologists, children who qualify are provided access to technology that helps them communicate, develop language and become literate.

BUILDING STAFF CAPACITY

A critical component of the Division's literacy teaching and learning work is supporting the ongoing growth and capacity of staff. The Instructional Supports units develop literacy centered professional learning (PL) for teaching staff from pre-Kindergarten to Grade 12. This PL is responsive to demand and is available throughout the year and in Summer Institutes. Examples of literacy related professional learning include, and are not limited to the following:

- Literacy Foundations for Kindergarten - Grade 12
- Building on Foundations for Reading and Writing
- Reading and Writing Workshop
- Supporting English Language Learners
- Literacy Instruction for Students with Special Needs
- Emergent Literacy for Students with Significant Disabilities and Complex Communication Needs
- Strategies for Readers Needing Support in Junior High and High Schools
- Emergent Literacy for the Early Years
- Phonological Awareness for Emergent and Early Readers
- Reading Across Content Areas
- Using Workshop Methods in the Content Areas
- Administering and Interpreting Fountas and Pinnell Benchmark Assessment System
- Deepening Literacy Development Through Inquiry and Project Based Learning

Principal and literacy leaders' capacity to support teaching staff in literacy instruction is an important component of the Division's work in this area. PL available to assist these staff in building capacity includes, and is not limited to:

- Literacy Coaching: The Role of the Literacy Leader
- Leading the work of Reading and Writing Workshop
- Leading Through Quality Literacy and Numeracy Programming
- A Principal's Guide to Leadership in Reading Workshop
- District Focus on Reading Cohort

As well, every year some staff choose to deepen their understanding of literacy instruction and leadership through more formal schooling. Currently, there are nine Division staff receiving tuition support and/or professional development leave to work on a Master's or PhD in the area of literacy.

NEXT STEPS

This fall, the Division implemented the Fountas and Pinnell Benchmark Assessment System (BAS). The BAS is a reading inventory that can provide valuable information about individual student's strengths and areas for growth, resulting in more informed, targeted and intentional teaching practices. The data from the BAS will enable teachers to track, monitor and program more intentionally for the growth of below-grade-level readers. Additionally the data from the BAS will serve as a Division literacy data set that will provide a system's perspective to overall reading progress of students. Over the next four years, the BAS will be introduced as follows:

- 2019-2020 - Grades 1-3
- 2020-2021 - Grades 4-6
- 2021-2022 - Grades 7-9
- 2022-2023 - Grades 10-12

Literacy remains a Division priority with particular attention to how capacity is built and literacy support is organized in schools to ensure a quality literacy environment. As schools and catchments are planning for next year, they are balancing the need for efficiencies with the importance of high quality teaching and learning in the area of literacy and the impactful interventions.

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APPENDIX A

ADDITIONAL LLI AND MYLI DATA

Combined Leveled Literacy Intervention Results from 2017 to 2019					
	Number of Students	Average Reading Growth (months)	Average Number of Lessons Received	Average Number of Weeks	Extrapolated Growth in 16 Weeks
Total Students	2,717	7.2	43	15	7.5
<i>Students who were in:</i>					
Grade 1	366	3.5	36	13	4.3
Grade 2	893	5.5	45	16	5.5
Grade 3	604	8.0	45	16	7.9
Grade 4	324	8.5	40	16	8.6
Grade 5	261	9.2	41	15	10.0
Grade 6	179	11.9	42	15	12.7
Grade 7	42	16.6	44	18	14.6
Grade 8	28	14.6	35	17	14.1
Grade 9	16	10.9	35	17	10.3
<i>Students who were:</i>					
English Language Learners	1,021	7.2	43	15	7.6
First Nations, Metis, and Inuit students	248	7.2	42	16	7.2
<i>Students who had an initial reading level of:</i>					
Initial reading level Grade 1	1,831	5.6	44	16	5.7
Initial reading level Grade 2	525	10.1	40	15	10.7
Initial reading level Grade 3	216	11.5	40	14	12.9
Initial reading level Grade 4	95	10.3	40	14	11.4
Initial reading level Grade 5	43	10.7	41	14	11.9

Combined Middle Years Literacy Intervention Results from 2015-2019					
	Number of Students	Average Reading Growth (months)	Average Number of Lessons Received	Average Number of Weeks	Extrapolated Growth in 4 months
Total Students	465	11.2	48	17	10.6
<i>Students who were in:</i>					
Grade 1	1	n/a	n/a	n/a	n/a
Grade 2	16	6.4	87	19	5.3
Grade 3	47	6.5	48	15	7.1
Grade 4	85	9.5	50	17	8.9
Grade 5	107	10.3	52	16	10.0
Grade 6	112	12.2	48	17	11.7
Grade 7	48	17.0	40	19	14.0
Grade 8	26	15.1	31	20	11.9
Grade 9	23	14.2	30	16	14.4
<i>Students who were:</i>					
English Language Learners	53	10.5	49	16	10.3
First Nations, Metis, and Inuit students	71	11.2	43	17	10.6
<i>Students who had an initial reading level of:</i>					
Initial reading level Grade 1	88	6.6	58	17	6.2
Initial reading level Grade 2	159	11.6	48	16	11.3
Initial reading level Grade 3	106	13.3	51	19	11.3
Initial reading level Grade 4	69	11.9	40	16	11.8
Initial reading level Grade 5	39	13.1	31	16	13.3
Initial reading level Grade 6 or above	4	11.5	22	12	15.7