



# Horizon School Division LEAN Literacy Event

**Improve Literacy Through Responsive Instruction**





# Purpose of Event

- The **focus** of this event is to *Improve Literacy through Responsive Instruction*, particularly in Grades 3 to 6.
- The process of the LEAN event was:
  - to gain an understanding of where our schools and classrooms are at with respect to measurable factors
  - to look at what is considered to be optimal learning conditions
  - to make recommendations to help reach literacy goals

Short Term (Spring '22)																	
5	4	3	2	1	0	Correlations						14					
3	3	3	3	3	2	to partner with FNM stakeholders, develop a FNM student achievement initiative. Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2024-25.						14					
2	3	3	3	2	2	Correlations Reading Improvement (Interim/End of Year)						15					
Coherently relevant and engaging curriculum Differentiated, high-quality instruction Culturally appropriate and authentic assessment Targeted and relevant professional learning Strong family, school, and community partnerships Alignment of human, physical, and fiscal resources						Enabling Strategies Strategic intent: I am ready to learn. I am valued. I belong. I am successful. I am preparing for my future.						Enrollment Targets By June 2025, all high school students will be reading at or above grade level. By June 2024, 80% of grades 5 and 8 students will be reading at or above identified minimum student provincial math assessment. By June 2020, at least 80% of grade 4, 5, and 8 students will be proficient in reading provincial math assessment. Achieve a 17% increase in the FNM graduation rate per year. Achieve a 2% increase in the graduation rate per year. By June 2024, all students meet the needs of students in their own high-achieving schools. Achieve accumulated operational savings by 2024 for capital in system savings. By 2024-25, all school divisions will align under the Early Years Evaluation (EYE) program standards for inclusion, learning, and growth. By June 2023, all the work of the Education Sector Steering Group will be completed and reported to the provincial table.					
Correlations						Correlations						17					
3	3	3	2	3	2	By June 2020, 80% of students will be at grade level or above in reading, writing, and math.						17					
3	3	3	3	2	2	By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates.						21					
3	3	3	3	2	2	Saskatchewan's graduation rate will be 85% by 2030.						16					
0	1	0	2	1	3	By 2027, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.						9					
3	3	3	3	3	2	By June 2020, 90% of students entering kindergarten will score within the appropriate range in 4 of the 5 domains as measured by the Early Years Evaluation (EYE).						7					
12	13	12	13	11	12	Correlations						9					

# Team Members

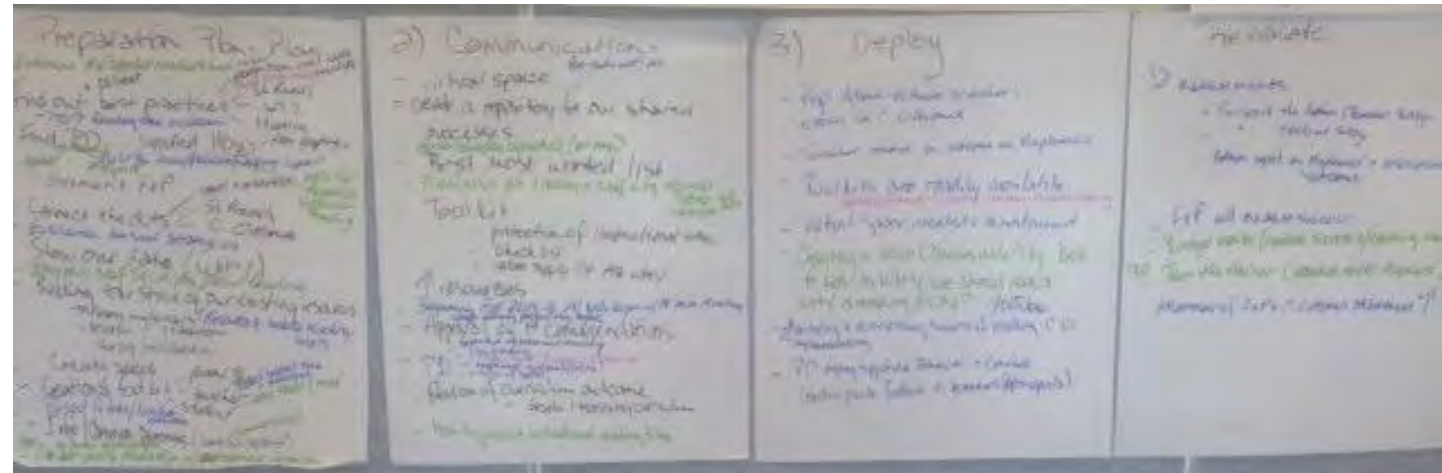
- Kevin Garinger
- Elaine Comfort
- Darlene Popoff
- Janet Wagner
- Andrea Hnatiuk
- Katherine Oviatt
- Connie Miskolczi
- Pat Borsa
- Penny Bugera
- Deb Schwandt-Kelln

- Darrell Paproski
- Teri Herman
- Trish Maxwell
- Loralie Hamel
- Kim Junk



# Four Phases of Components

- Research, Preparation and Development
- Re-education and Communication
- Deployment
- Measure and Check



# Research, Preparation and Development

Utilized **surveys** to gather data on areas such as:

- Libraries
- Classroom environments
- Leveled literacy supports
- Instructional time



# Process Walkthrough Observations

Teacher 1 - 1 hour 10 min

Process Step	Est. Avg. Time (min)	Value Added	Non-Value Added/Waste					
			Waiting	Rework	Ineffective Control	Delay	Over Processing	Move
1 correction of behaviours	total = 1 min				//////// ////////			
2 repeating student answers	total = 1.5 min				//////// ////////			
3 Announcements / Canada	3 min					✓		
4 stamping agenda	1 min						✓	
5 knocks on door + opening (locked)	total 1.75 min					////		
6 Photocopy retrieval	2 min					✓		✓
7 Phone call	1 min					✓		
8 review schedule						✓		
9 computer issues	3 min					///		
10 Handing out materials	total 4 min							////
11 students into spots	1 min							✓
12 put away materials	total 3 min							///
13 teacher finding materials	30 sec							✓
14 Quiet / focus / regrouping	total 2 min		//////// ////////					
15 re-teaching	total 1.5 min			//////// ////////				
16 Reading Agendas - arrange	3 min						✓	
17								
18								
19								
20								
21								
<b>Total</b>	29.25							
<b>% Total</b>	41.8%							



# Classroom Environment Survey Results

Does the Classroom contain the following?	Grade 3	Grade 4	Grade 5	Grade 6
A classroom library of books ranging in levels and genres.	30	29	28	24
Comfortable seating such as a couch or various chairs.	17	18	17	14
Portable seating such as bean bag chairs, pillows or large cushions	23	25	19	19
A rug or mat for students to sit/lay on.	21	20	15	13
A table and chairs for working with a small group of students.	24	24	21	22
Computers/Ipads	20	23	21	19
Literacy posters/bulletin board	26	27	25	27
Number of classrooms in survey	33	32	33	31

# Development

## Classroom Environments Recommendations

### Thinking Through the Process of Creating a Reading Environment

LEAN Literacy Team Report  
Penny Bugera  
Thank you to Melissa Beaudoin  
(Occupational Therapist, Horizon School Division) for her input

## Classroom Environments Recommendations

### Thinking Through the Process of Creating a Reading Environment

LEAN Literacy Team Report  
Penny Bugera  
Thank you to Melissa Beaudoin  
(Occupational Therapist, Horizon School Division) for her input



Thinking about size, smells, shapes, and lighting are helpful in reminding adults to provide children with what they naturally need and create a variety of environmental experiences. They need hard and soft spaces. A chance for sunlight is important. Smells may make children feel at home and nurtured.

## Introduction

### MORE TIPS FOR PARENTS

Learn more about how to choose appropriate books for your child. A good place to find information on choosing books is the library.

Find out what your child is reading. You will be able to find out their interests and concerns.

Provide guidelines about what books you don't want your child to read and explain why. If your child does happen to choose a book that you consider inappropriate, make sure you explain your reasons to him/her.

Discuss books with your child. With discussion, you allow your child to distinguish what is right from what is wrong or what is fact and what is fiction.



Spend more time for reading than watching TV. Let TV be a starting point for reading. Find books for you and your child that were topics on TV.

Most importantly, be a good role model. Make reading a part of your life. Whenever your children see you reading, you are teaching them that reading is important as well as fun.

## Reading Tips for Parents





# Re-Education and Communication

- literacy symposium for administrators.
- recommendations around classroom environments
- Collaborative discussion at the DLT - what is working in schools.
- presentations of strategies that administrators can use with their staffs to build capacity in the schools.
- Reflection regarding brochures that were created and adapting them to the customer (creating one for FNMI parents, EAL parents, etc.)

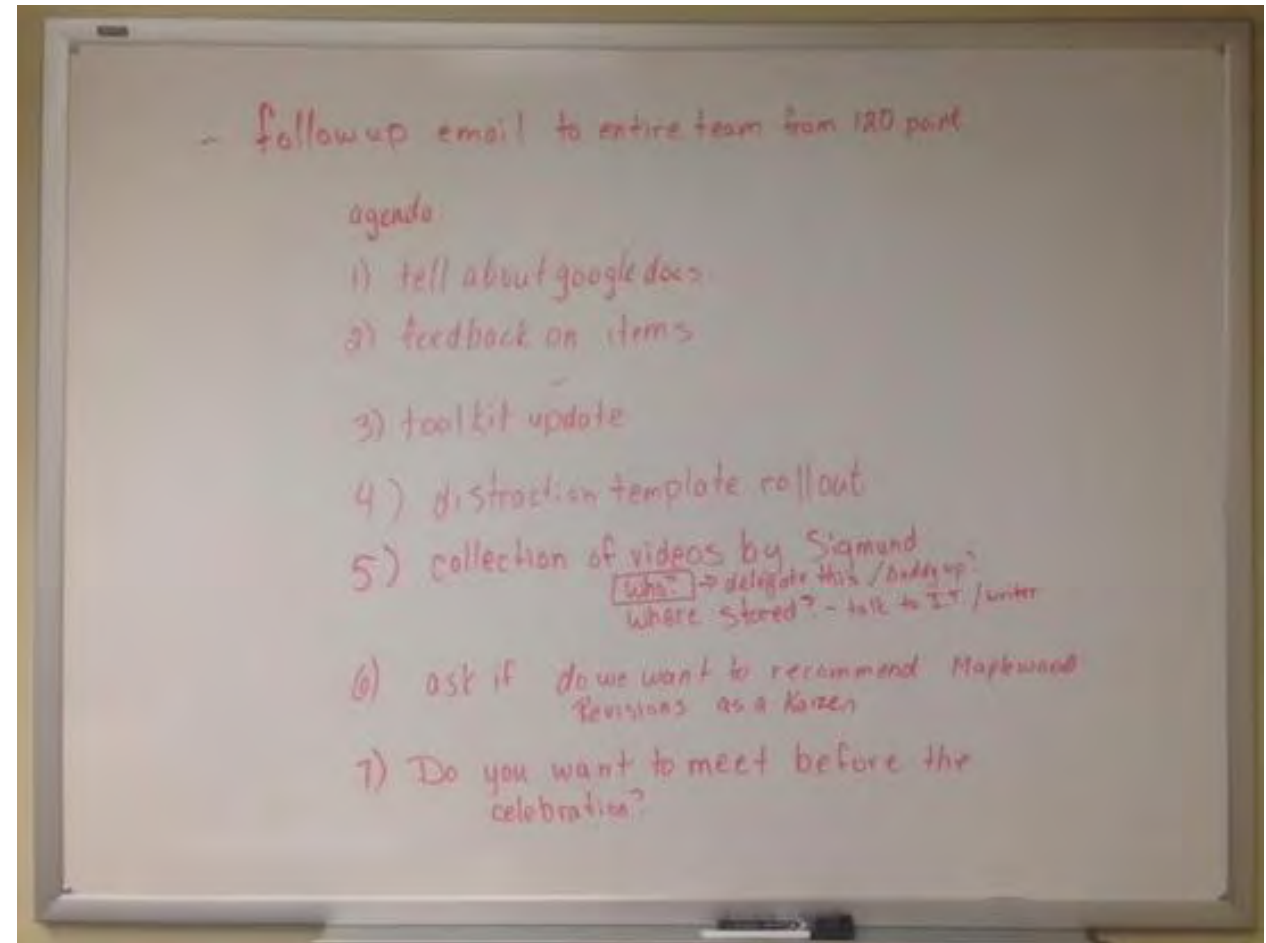
# Deployment

- Recommendations to the Director with respect to added supports
- Continued work on a virtual space for resources
- Recommendations to the Literacy Team for coaching support in cross-curricular literacy.
- Development of an instructional leadership model



# Measure and Check

- Measure literacy growth
- Be responsive
- Build capacity
- Monitor the usage and effectiveness of a virtual space.



# Results

- literacy coaches hired
- Parent information
- Instructional leadership and leadership awareness
- Admin time was protected to allow more time in the classroom
- All staff were expected to have one personal/professional goal towards literacy
- Best practice in classrooms
- Classroom literacy learning space
- Embedded teacher collaboration
- Entrench literacy in staff meetings as well as professional reading and reflection has occurred.
- Instructional time is a focus of protection within the building

# Recommendations

- This work be supported across the division.
- The Literacy Team continue to support the continuation of the work begun by the LEAN committee.
- The Director consider the work of the committee and the recommendations for support of teachers through budget and staffing considerations.
- Horizon continue to mine data from other sources to inform further directions in support of literacy.
- The LEAN process be continued in its focus to extend to the early years (k-3) as well as middle to high school.



# Final Thoughts

- Good representation among team members
- Collaboration was positive among team members
- Positive changes that can be made quickly & long term
- Updates to administrators is key
- This is an ongoing process

