

# Sooke School District Literacy Intervention Program

## Summary & Data

### 2023 – 2024

#### Literacy-Focused Professional Learning

- K-3 Primary Literacy Series (3 half-day sessions & 2 collaborative learning rounds)
- Gr. 2 Partner Reading & Paragraph Shrinking Pilot
- Gr. 4/5 Writing Instruction in the Intermediate Years (2 half-day sessions)
- Gr. 6-8 Writing Instruction in the Middle Years (2 half-day sessions)
- K-8 New Teacher Series
- K-12 Residencies & Coordinator Collaboration

#### K-3 Universal Screening

- 3777 students screened
- First year implementing locally developed measures capturing indicators of risk across all elementary schools
  - Informed classroom- and school-level decisions around instruction/intervention

#### LIT Tier 2 Intervention

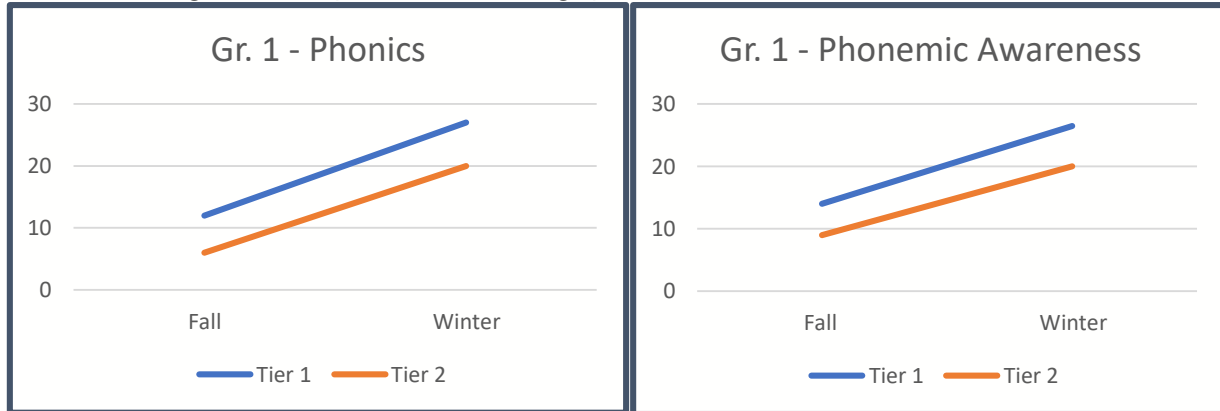
LITs directly supported

- 204 students in Kindergarten
- 303 students in Grade 1
- 310 students in Grade 2
- 184 students in Grade 3
- **1001 students TOTAL** (865 students in the 2022-2023 school year)

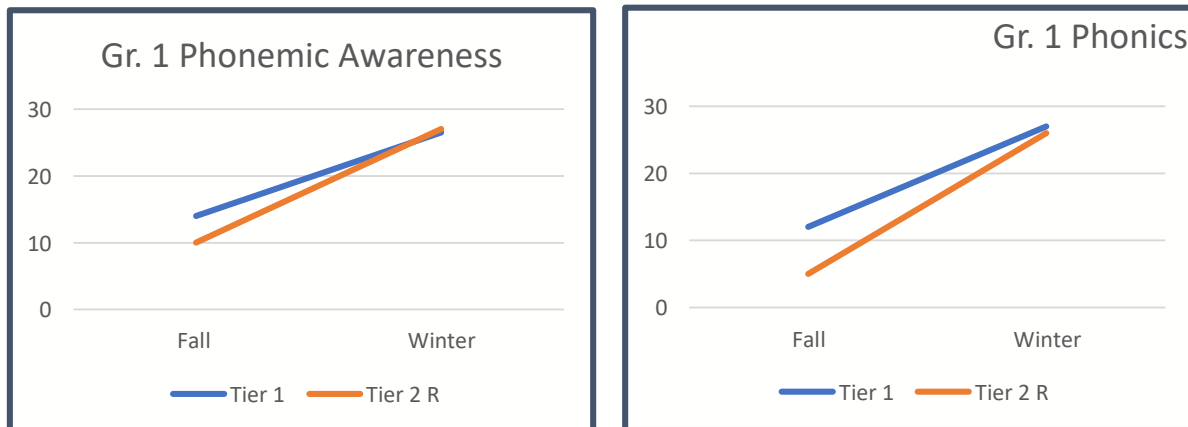


## A School-Based Sample of Efficacy

The graphs below show gains across phonics and phonemic awareness for a) students who received literacy instruction in the classroom and b) students who received classroom instruction as well as LIT interventions (from only Fall to Winter). With intervention, students at-risk for difficulties demonstrated growth comparable to same-age peers.



The additional graphs, below, consider this same group of students, without a few who did not respond to LIT interventions (i.e., students experiencing persistent literacy difficulties), demonstrating that **for the majority of students receiving intervention, intervention is effectively closing the gap.**



## Literacy Intervention Teacher (LIT) Feedback

Direct (anonymous) quotes from SD62 LITs about their role in the 2023-2024 school year:

*“This is such an important role and is having an amazing impact on students' lives. I recently met with a family who have a son in Gr. 2 and he was not reading short vowel words such as 'at' or 'mat' at the beginning of the year and is now working on long vowel words and can read words with five phonemes. He was recently diagnosed with Specific Learning Disorder (in Reading, Writing and Math -severe in all three) and I am confident that he would not have learned to read without this intervention. It is life-changing for some of our students and as a district that supports inclusion, this role is vital to allow students to access the curriculum.”*

*“Using the collaboration money to meet grade groups was excellent. It gave us an opportunity to discuss results of screening and to discuss concerns and strategies. We also met with each k-3 teacher individually. IS teachers and LS teachers joined us as well. We established a network of support.”*

