

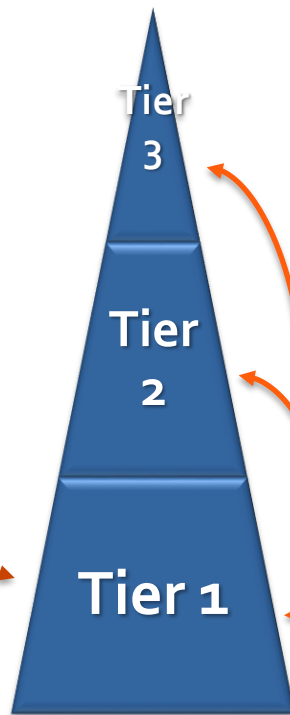
# K - 1 Intervention

## History

- 2013/14** Provided 5 schools with .4 additional staffing to support students in Kindergarten and Grade One who were struggling with literacy acquisition.
- 2015/16** Realigned staffing to add three more schools.
- 2016/17** Expanded to include all 20 elementary schools. Staffing was determined based on data from the District Early Primary Screens and the Early Development Inventory.

### Benefits:

- Collaboration
- Modelling
- Collective Responsibility
- Early Identification/Support
- Problem-solving



### By the numbers...

**2015/16:** 207 students received direct support.

**2017/16 (October):**

K	Gr. 1	Gr. 2
51	154	102

### Data: Early Primary Assessments...

**Kindergarten:** At Risk on two or more screens<sup>1</sup>

**Grade 1:** Reading Level<sup>2</sup> 10 or below

**Grade 2:** Reading Level 16 or below

**Grade 3:** Reading Level 21 or below

<sup>1</sup>Phonemic Awareness, Concepts About Print, Letter Identification, Fine Motor

<sup>2</sup>PM Benchmarks

### Current Interventions:

Kindergarten	Gr. 1 & 2
Oral Language	Letter Identification
Letter Identification	Phonemic Awareness
Phonemic Awareness	Phonics
Fine Motor	Reading Strategies

### In-Service (2016/17) to date:

- September SPARK
- Running Records
- Literacy Centre Make and Take
- Small Group Instruction

## Support

All schools have identified a "Early Intervention Teacher" who works with both students and classroom teachers to support literacy development in Kindergarten and Grade One. Our Early Intervention Coordinator, Jane Ulliyot facilitates meetings with all of the Early Intervention Teachers and works individually with them at their schools to model, co-teach, collaborate and plan. Jane also provides individual support for classroom teachers and works with teacher teams in schools.